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ABSTRACT

This digest of 310 Project evaluation methods is intended to provide examples of and guidelines for evaluating 310 projects at the national, state, and project levels. The first section, which is devoted to state-level 310 evaluation projects, includes a report on a longitudinal study assessing the impact of 310 projects in Florida, a report reviewing 10 years of 310 project activity in Pennsylvania, and a longitudinal study of adult basic education in Virginia. The second part of the digest contains a 310 self-assessment administration guide and two examples of requests for proposals from the Texas 310 program. The guide includes various items relating to evaluation in the areas of priority setting, applications review, 310 guidelines, project monitoring, and dissemination. The following materials are included in the final section, which covers various project evaluation strategies: a validation guide for adult education projects developed for the New Jersey Adult Education program, two papers ("Evaluation of Competency-Based Adult Education" and "Evaluating Innovative Adult Education Projects: How to Make Evaluation Work for You") that were originally presented at the sixth annual Competency Based Adult Education Conference, a summary of the National Adult Literacy Project's search for promising literacy practices, sections on staff development and program evaluation from a set of quality standards published by the Division of Adult Education, and principles for planning and implementing staff development that are taken from a report developed by the National Adult Basic Education Staff Development Consortium. (MN)

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DIGEST OF 310 EVALUATION METHODS

DIVISION OF ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION

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INTRODUCTION

In 1975 the General Accounting Office (GAO) of the U.S. Congress issued a report recommending that the U.S. Department of Education "develop a procedure for identifying potential benefits for Section 310 Projects, eliminating duplication of effort and insuring maximum dissemination and adoption of their results." A major reason that our success in meeting this challenge has been limited is the lack of attention given to evaluation of special projects and validation of project results. It simply is difficult to recommend or facilitate the use of unproven practices and products on a national basis.

This Digest of 310 Evaluation Methods is one step in urging States and projects to include an evaluation component in every major project funded under Section 310. The three sections include examples of projects funded by States, and instruments, methods and ideas developed through national and State programs and projects.

If, after reading this Digest, you have comments or questions concerning 310 evaluation, please contact:

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STATE 310 EVALUATION PROJECTS

All States are required to evaluate their 310 program at least every three years. This section includes information about recent evaluation efforts in Florida, Pennsylvania and Virginia. Each had its own distinct purposes and represents different approaches to 310 evaluation.

"The Impact of 310 Projects in Florida, 1980-1984" determined the scope of impact of projects funded during that five year period. The evaluators surveyed a sample of local administrators and teachers, and conducted case studies and project reviews. Included in this Digest are: The Executive Summary Methodology, Strengths and Weaknesses, and Recommendations for Improvement.

Pennsylvania's three FOCUS Projects (Curriculum, Management, and Excellence) were designed to identify, assess and publicize the results of 310 projects. Focus on Curriculum is covered here, including the bulletin on Materials for Literacy Education, and sections of the Final Report describing methodology, criteria, project evaluation and examples of ratings.

The Virginia evaluation is a longitudinal study covering the years 1970-1985. Both Section 306 and 310 programs were included in the three evaluations conducted over this 15 year period. The general design, procedures, findings and recommendations relating to 310 projects are provided.

EXECUTIVE SUMMARY

IMPACT OF 310 PROJECTS IN FLORIDA
1980-1984

INTRODUCTION

Since 1974, the Bureau of Adult and Community Education has funded many projects under Section 310 of Public Law 91-230 as amended through November 1, 1978. These projects are referred to as 310 Projects and consist of Special (Experimental) Demonstration and Teacher Training activities.

Special (Experimental) Demonstration projects are focused on activities which are innovative and have demonstrated potential for adding to, and/or, improving existing materials, methods and techniques, and programs for adult education. Teacher Training projects, on the other hand, are specifically intended for preparing adult educators to organize and administer programs or to deliver instruction.

PURPOSE OF THE STUDY

The general purpose of the study was to determine the scope and impact of 310 projects on adult education in Florida. Specifically, the study provided information on:

1. **how well 310 projects have helped to improve instructional and administrative skills of adult educators;**
2. **how well 310 projects have helped to increase the knowledge of adult educators in methods, techniques and materials available for adult education;**
3. **the degree to which 310 project exemplary programs or models have helped to promote more effective adult educational practices;**
4. **how well 310 project products and processes have been effectively communicated to the appropriate target population;**
5. **the effectiveness of projects design and implementation procedures;**
6. **possible areas of emphasis in which adult educational efforts have not been effective; and**
7. **the scope of 310 projects funded yearly.**

It is hoped that the knowledge gained from the study will be used for effective planning and decision making which will help to improve the effectiveness of 310 projects.

METHODOLOGY

The sample consisted of 58 local adult education directors (administrators) and 304 teachers who have had the most participation in 310 project activities from 1980-1984. The 58 local adult education directors represent 83% of the total sample for this population and the 304 adult education teachers represent a random sample of 310 project participants in the counties.

Three strategies were used to conduct the study: survey questionnaire, case studies and project reviews. The survey questionnaire was constructed from the research objectives and administered to adult education administrators and teachers. Nineteen projects were selected for case studies based on the criteria of "good examples" and "not so good examples" of 310 projects, type, size, cost and geographical location. Projects from 1980-1984 were reviewed to determine their scope and how well national and state priorities for adult education were addressed.

FINDINGS

The findings are presented according to the following research components: survey, case studies and project reviews.

I. SURVEY RESULTS

a. Participation in 310 Projects

Overall, adult education teachers and administrators respond very well to invitations to participate in 310 project activities.

From 1980-1984 the respondents received at least one invitation to attend a 310 project activity. Within the same period, the average participation in 310 project activities (workshops, conferences, inservices, etc.) was five for the administrators and three for the teachers.

b. Benefits of 310 Projects

Participants benefit from 310 projects through Teacher Training and Special (Experimental) Demonstration activities.

Teacher Training

There was an overall indication that teacher training projects have helped adult educators in improving their administrative skills, knowledge of materials, methods and techniques in adult education.

About 90% of the teachers and administrators who had attended 310 project workshops, inservices and conference presentations agreed that the activities were worthwhile.

In general, the specific contribution of teacher training projects to individual inservice education programs was moderate to minimal.

This finding was anticipated because of the limited number of teacher training projects funded yearly (an average of seven) in relation to the number of adult education programs in the State. However, the contribution of teacher training projects would be greatly increased if knowledge obtained by participants is passed on through internal arrangements by individual programs.

Special (Experimental) Demonstration

The effect of special (experimental) demonstration projects was determined in three activity areas: exemplary programs, exemplary curriculums and recruitment and retention.

Exemplary programs were rated by most of the participants as making good to excellent contribution to adult education practice. But, this contribution is mostly limited to local programs.

Examples of exemplary programs include model projects designed to promote literacy, improve life skills, and develop basic academic skills including English for Speakers of Other Languages. Although these programs were found to be very effective in the environment in which they were implemented, their statewide effect on other programs was limited.

Exemplary curriculums were said to have made a moderate contribution to adult education programs.

Exemplary curriculums were designed to provide learning structure in various subject matters. The statewide effect had been limited due to inadequate dissemination efforts.

Recruitment and Retention in various adult education programs ~~was~~ were remarkably improved as reported by 92% of the respondents.

This result was of practical significance especially for short term programs and programs that continue after the termination of 310 project funds. However, long-term retention decreased with time and the degree of support provided by individual programs.

c. Use of 310 Project Educational Materials

Most of the respondents indicated that they read and used 310 project materials as resources for adult education.

Over a period of five years, the respondents read an average of three to six materials. This number is small in view of the 69 projects funded in the same period. Since there is evidence to indicate that 310 project materials have not been adequately disseminated, there is potential to use the materials when available.

In terms of future demand for adult education instructional materials, the majority of the participants suggested instructional materials for teachers and students such as curricular guides and current methods and techniques in adult education.

d. Dissemination

Dissemination efforts have not been adequate in making available 310 project products to the intended target population.

Dissemination is a requirement for 310 project activities and involves two processes - informing and sending products to the concerned target population. The study indicated that both processes have not been adequately executed by many of the projects.

e. Problems in Adult Education

Nine problem areas were identified for 310 projects. The problems are listed according to the number of respondents suggesting them. They were recruitment and retention (67); promotion and dissemination (50); outreach education (40); Adult Basic Education and English for Speakers of Other Languages (32); teacher training activities (23); exceptional education (16); computer education (15); curriculum materials (10); and competency-based adult education (10).

f. Suggestions for Improvement

Several suggestions were offered by the respondents to help improve the activities of 310 projects. The suggestions include:

1) disseminating 310 project results and products;
2) producing a catalog of 310 project materials;
3) conducting a needs assessment to identify problems of common interest;
4) conducting a grant writing workshop to help improve the quality of projects; and

II. CASE STUDIES

A total of 19 projects were selected for case studies in order to:

1) **determine how well the project goals and objectives were achieved;**
2) **identify strengths and weaknesses of the projects; and**
3) **make recommendations that may help to improve future projects.**

a. Project Goals and Objectives

Although there were differences in the manner in which goals and objectives were implied, most of the projects achieved their "goals and objectives".

There was a general agreement among participants, that, to a large extent, their personal objectives for participating in the projects were met.

b. Strengths of the Projects

The following were the major strengths of the projects.

1. Recruitment and retention of students in individual programs.

2. Materials developed or purchased were being used as primary resources.

3. Continuity of activities after termination of project funds - this was limited to a few projects.

c. Weaknesses of the Projects

The major weaknesses of the projects are presented below.

1. Poor planning was the most common problem. Planning problems were in the form of lack of symmetry between goals, objectives, plans of action and evaluation.

2. Follow-up activities were neglected by most of the projects. This was attributed to lack of funds and time to conduct a follow-up during a grant period (12 months).

3. Evidence of project effectiveness was mostly limited to attitudinal change as measured by a post-test which was very general in half of the cases.

4. Dissemination was limited, in most cases, to description of project activities. However, some project had well prepared materials which were disseminated to other programs or sent to the office of the Bureau of Adult and Community Education.

5. Continuity of project activities by the parent institution was not achieved by most of the concerned projects. Lack of funds was the most common explanation given.

d. Suggestions to Improve Future Projects

The following suggestions are proposed to improve the effectiveness of future projects:

1. Needs Assessment

A needs assessment is recommended for all 310 grants to establish the problem, examine constraints (human and material), and identify methods-means to implement the project.

2. Goals and Objectives

Goals and objectives should be derived from needs assessment results. There should be a logical transition from goals or purpose to objectives, and from objectives to activities. The objectives should be specific enough to be measureable.

3. Evaluation

Evaluation should be conducted to assess the effectiveness of the projects.

4. Follow-up

Follow-up plans should be included to measure impact of the project.

5. Dissemination

A plan for dissemination should go beyond just mailing out information to all local directors, to include identifying the primary audience and informing the audience about the nature of the products.

6. Materials

Materials which are produced should not only be of good quality but should be of the appropriate reading level and graphic layout to enable users to benefit from the materials. These materials should be usable by other adult education programs.

7. Documentation

It is important that project activities be documented systematically. The record should include names and addresses of participants and other routine records of a project. Care should be taken to document the strengths, weaknesses, problems encountered, and to recommend how the process may be improved for future adaptation or adoption.

III. PROJECT REVIEWS

Project review activity consisted of an in-house analysis of projects and interview with the staff of the Bureau of Adult and Community Education. Emphasis was on national and state priorities for 310 projects; scope of 310 projects; and the administrative process of 310 projects.

a) **National and state priorities** for 310 projects were compared and found to be similiar. This implied that the activity content of the projects were in agreement with national goals and state priorities for 310 projects.

b) **Scope of 310 project activities** were categorized into four types: special demonstration, teacher training, dual purpose and special projects. From 1980-1984, 32 special demonstration, 28 teacher training, 7 dual purpose and 2 special purpose projects were funded. Thus there was a balanced distribution of special demonstration and teacher training projects. Dual purpose projects have elements of special demonstration and teacher training projects. Special purpose projects are intended to facilitate the effectiveness of special demonstration and teacher training projects.

Analysis of the projects for subject matter distribution showed that in the special demonstration category, adult basic education curriculum and materials, literacy skills projects, and outreach programs seemed to dominate the type of projects funded most frequently. Student recruitment and retention, computer-based instruction and functional skills were low in frequency of funding.

In the teacher training category, emphasis were on inservice education, and on materials, methods and techniques in adult education.

c) **The Administrative process** of 310 projects was found to be adequate, except for the following recommendation:

1) Quarterly and final report format or instruments should be modified to include more objective information.

2) Grant award process will be further improved if previous project titles and abstracts are provided to the selection committee to avoid duplication of activities. In addition, persons appointed to the selection committee should not have submitted a proposal for the fiscal year of their appointment.

OVERALL CONCLUSIONS

The overall result of the study indicated that 310 projects have made a significant contribution to improve adult educational activities in Florida. Specifically, the greatest contribution was made in individual programs, recruitment and retention, and staff development. Generally, a notable contribution was made in material development.

As a competitive grant, 310 projects will continue to provide opportunities to individuals with insightful ideas and programs with problems of common concern to make contribution to the improvement of adult education statewide and nationally.

RECOMMENDATIONS

The following recommendations are presented in order of priority and are based on the result of the study, and the current state and national priorities for 310 projects.

I. Dissemination of Results and Proven Practices

In view of the many materials and exemplary programs or **practices which have been developed and those that are yet to be developed, a dissemination system should be designed.** The function of the dissemination system should include:

1) identification and review of all 310 project materials for the purpose of dissemination.

2) identification and assessment of proven practices for diffusion and adoption/adaption of 310 projects by local adult education programs.

3) establishment of information clearinghouse on adult education materials resources, modern educational technology and proven practices. This clearinghouse should be linked with other states and national data systems for the purpose of assisting educators seeking solution to educational problems.

4) acquisition and evaluation of new materials, methods and techniques, and provision of information to local programs and institutions concerned with adult education.

II. Staff Development

Staff is closely linked to an effective dissemination development. Effective staff development is necessary to update the skills, knowledge and attitudes of adult educational practitioners in materials, usage, contemporary development in educational technology and proven practices.

This function may be achieved through:

1) a statewide staff training system to facilitate use of materials and adoption of proven practices.

2) a linkage system in which ideas and experiences of different programs are exchanged via conferences and workshops.

3) a consulting system which all programs may use as a resource for inservice education.

III. Project Proposals

Due to problems with the design of some of the projects, the following recommendations are offered to improve grant writing effectiveness:

1) A grant writing activity be sponsored to conduct workshops for concerned adult educators. Alternatively, a short-term project may be conducted to produce a grant writing manual which should be made available to concerned adult education programs and other agencies or institutions.

2) The current Section 310 Evaluation Guide be revised to include:

   a. at least a 3-step scale instead of "yes/no" scale of the current instrument;

   b. items concerning needs, objectives, plan of operation and evaluation should be expanded;

   c. abstracts of previous projects may be given to persons requesting application forms;

   d. review committee should be appointed early and be provided with abstracts of previous projects;

   e. proposals which have very good ideas but were poorly written should be returned with suggestions and resubmitted; and

   f. when grants are approved, project directors should be contacted early to avoid further delay in project implementation.

IV. Monitoring of Projects

The current monitoring instrument should be revised. A proposed instrument should include measurements pertaining to:

1) problem of the study

2) objectives to resolve the problem;

3) activities to achieve the objectives based on timelines; and

4) comments and suggestions.

The result of monitoring should be given to project directors to use as a guide in completing their projects.

V. Final Reports

Final reports should, in addition to narration of activities, include strengths, weaknessess and recommendations for adoption or adaption of the project. Projects that are concerned with material production should ensure that the materials are suitable for the intended audience.

VI. Priorities

It is recommended that a statewide needs assessment be conducted to identify problems of common concern. This recommendation should not hinder individual insights but enhance the contribution of 310 projects to adult education programs.

PROBLEM STATEMENT

The problem addressed in this study was the lack of information and organized data concerning the scope and impact of 310 projects conducted in the State of Florida. Such information is necessary to determine how well national and state priorities for Adult Education are being met and how effective the projects are in promoting adult educational activities.

Although project activities of **Special Experimental Demonstration** and **Teacher Training** are many and varied, the Bureau of Adult and Community Education does not have a consolidated document from which the following broad questions could be answered with certainty:

1. What is the impact of Special Experimental Demonstration and Teacher Training projects on Adult Education in Florida?
2. What factors promote or prohibit the effectiveness of 310 projects?
3. To what extent are the projects funded meeting national and state priorities for adult education?
4. Apart from the national and state priority specifications, is there a data base to guide the Bureau of Adult and Community Education and project selection committee in determining priority areas which have not been properly addressed?
5. What is the scope of 310 projects funded from year to year?

Answers to the above questions are required for effective planning and decision making that will help to improve the effectiveness of 310 projects.

PURPOSE OF THE STUDY

The general purpose of the study was to determine the scope and impact of 310 projects on adult education in Florida from 1980-1984. The specific objectives to be accomplished include determining:

1. how well 310 projects have helped to improve instructional and administrative skills of adult educators;
2. how well 310 projects have helped to increase the knowledge of adult educators in methods, techniques and materials available for adult education;
3. the degree to which 310 projects' exemplary programs or models have helped to promote more effective adult educational practices;
4. how well 310 project products and processes have been effectively communicated to the appropriate target population;
5. the effectiveness of projects design and implementation procedures;
6. possible areas of emphasis in which adult educational efforts have not been effective; and
7. the scope of 310 projects funded yearly.

The above objectives were used for designing data collection instruments.

METHODOLOGY

The sample for the study consisted of administrators, adult education teachers and students. Only participants who had actively participated in a 310 project were sampled. This minimum requirement was considered adequate, because of problems associated with high turnover of adult education teachers, student frequent geographical mobility and inadequate documentation of participants. Throughout the study, the term, "participant" was used to represent the sample of the study.

Sample Characteristics

There were three categories of participants. The first category consisted of adult education administrators who are responsible for administering adult educational activities in the counties. The administrators are called local education directors, coordinators or supervisors, and may be located in the county school board or in a community college.

The second category consisted of adult education teachers who are involved in instruction of adults. Adult education teachers may benefit from 310 projects by attending teacher training project activities to learn new methods and techniques (consumers) and/or by using 310 project materials for instruction.

The third category consisted of adult education students who are the primary population targets of adult education. The students are direct or indirect consumers of 310 project activites. As direct consumers, the students use 310 projects materials or participate in demonstrational programs. As indirect consumers, the students benefit from better instruction given by teachers who had attended 310 projects activities.

Most of the sample for the study consisted of teachers and administrators because they were more accessible. Adult education students were difficult to reach as explained previously and because 310 projects activities do not exceed one year period.

SAMPLING PROCEDURE

The sample was selected from participants who have participated in 310 project activities from 1980-1984. These years were chosen in view of the problems previously discussed.

Administrators

A list of local adult education directors consisting of 83 entries was obtained from the office of the Bureau of Adult and Community Education (BACE). The list was reduced to 70 because some of the administrators had not participated in 310 projects. Of the 70 administrators, 58 responded to the questionnaire. Their response constituted 83% of the total sample and was considered adequate for the group.

Teachers

The population in this category was difficult to determine due to high job turnover, infrequent participation in 310 project activities, inadequate and incomplete record of teachers who have participated in 310 project activities. Another problem was that some of the counties with large adult education teachers have not had a 310 project between 1980-1984, but have sent a small number of teachers to attend a program at a nearby county, community college or university.

Owing to the aforementioned problems, a strict stratified random procedure could not be applied. For example, participation in 310 project activities is not related to the number of teachers in each county: 310 projects are competitive and voluntary activities based on needs, rather than geographical or demographic characteristics. Thus, the sample of teachers was obtained by sending 10 questionnaires to each of the counties (67). Each local director was instructed to distribute the questions to the teachers who had attended the most 310 projects activities.

Although the total sample was 670 (67 x 10), after adjusting for the counties which returned all questions unused or those which returned a proportion of the questions due to limited number of teachers who have participated, and counties which did not return questions due to lack of participation, the expected return was 430. Of the 430 teachers, 304 responded, resulting in 68% of the expected return. This was considered adequate after three letters of reminders within a 120 day period did not increase responses.

Students

Sampling of students was limited to case studies in view of the constraints already discussed. A small number of students who participated in projects selected for case studies were interviewed or given a short questionnaire to fill out.

Adequacy of Sample Size

The adequacy of the sample size was based on proportional return and statistical application. The statistical tests used corresponded to the level of measurement - nominal and ordinal. Chi-square frequency distribution and crosstabs statistics were employed.

Given four degrees of freedom based on most of the questions (5-point scale), two groups (teachers and administrators) and the characteristics of the population, a stringent alpha level of .01 was chosen with a moderate effect size of 0.3. With the above established, Cohen's[4] power tables for Chi-square at alpha of .01, 4 degrees of freedom, required a sample size of 350 to achieve a maximum power of 0.99 or 99%. Thus, the combined size of teachers and administrators (362) was considered adequate.

INSTRUMENTATION

Three strategies were used to conduct the study: survey questionnaire; case studies; and project reviews.

Survey Questionnaire

This was the most important emphasis of the study. The questionnaire was constructed from the research objectives and administered to administrators and teachers. The responses were analyzed using Chi-square for comparison between groups and crosstabulation for frequency distribution and summary tables.

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[4] Cohen, Jacob (1977). Statistical Power for the Behavioral Science, (p. 229). New York: Academic Press.

Case Studies

The purpose of the case studies was to determine factors that promote or inhibit projects effectiveness. This was achieved by interviewing project directors and sample participants with respect to: a) how well the project achieved its goals; b) identify strengths and weaknesses of the project; c) determine the usefulness of the project; and d) make recommendations that may benefit future projects. Nineteen projects were selected based on "Good examples" and "Not so good examples" of 310 projects. The judgement was based on the experience of the Bureau of Adult and Community Education staff and project records. Summary descriptions were used to present findings.

Project Reviews

The intent of the project review was to compare the national and state goals for 310 projects, and to determine how well 310 projects have addressed these goals. Another purpose was to determine the scope of 310 projects and how the process of the administration of 310 projects may be improved.

Strengths

The major strengths of the projects were in the recruitment and retention of students, material development, continuity of project activities and teacher training efforts.

Recruitment and retention was unanimously reported as a major problem in adult education. Present evidence indicated that 310 projects have contributed immensely to improve recruitment and retention efforts of various programs. However, there is still much to be done to improve recruitment and retention.

Material development, whether original or modification of existing ones, is an important aspect of 310 projects. Especially in view of the fact that the materials were developed directly from experience with learners or users. Most of the materials developed and disseminated have been found to be useful. However, work is still required to improve the quality and the dissemination of the materials. The major recommendation concerns developing materials that are usable by other programs.

Continuity is one of the outstanding features of special demonstration projects. The few projects which had continuity plans were very successful. These projects had activities that were adopted by the parent institution. Projects of this nature are exemplary and should be encouraged.

Teacher training is a major component of 310 projects. The result of the case studies indicated that teacher training activities were well accepted. However, more teacher training efforts are required to update practitioners of methods and techniques, and materials in adult education.

Weaknesses

The following are the major weaknesses of the projects.

1. **Planning** was the most common problem. Planning problems were in the form of lack of symmetry between goals, objectives, plans of action and evaluation. A major cause of the above problems was in the inexperience of some of the grant writers and poor implementation efforts. This observation is supported by the recommendation of some of the project directors that grant writing workshops be conducted.
2. **Follow-up activities** were neglected by nearly all of the projects. This was due to lack of funds and scheduling. Although most project activities were terminated at the end of the fiscal year, a follow-up plan should have been conducted at about the third quarter of the project. Of course, this suggestion may not apply to all projects. A possible solution would be to complete all of the intervention early enough to allow for some follow-up study, even if it meant a random sample of participants by letter or telephone conversation.
3. **Evaluation** was conducted by most of the projects but was plagued by methodological problems. For example, attitudinal change was the most common focus. Evaluation activities should have included, for attitude measure, pre- and post-test; and for content specific measure, objective referenced evaluation.
4. **Dissemination activities** were limited, in most cases, to statements and project activities and results which were sent to local adult education directors. The limited number of 310

project materials found in the centers visited, imply inadequate dissemination efforts.

5. **Continuity of project activities** by the parent institution or other designated bodies was not achieved by most of the concerned projects. Evidence of continuity is necessary to give credence to projects of the special demonstration of nature.

6. **Reaction of project directors** was on two issues: release of funds and dissemination. Most of the project directors interviewed indicated that administrative protocols prevented timely release of funds, which resulted in delayed projects. There was also a concern that 310 project materials and program activities were not properly advertised or publicized. Overall, all of the project directors felt that 310 projects were helpful to adult educational activities.

Recommendations for Improvement

The following recommendations are proposed by the participants to improve the effectiveness of future projects:

1. Needs Assessment

A needs assesement is recommended for all 310 grants to establish the problem, examine constraints (human and material), and indentify methods-means to implement the project.

2. Goals and Objectives

Goals and objectives should be derived from needs assessment results. There should be a logical transition from goals or purpose to objectives, and from objectives to activites. The objectives should be specific enough to be measurable.

3. Evaluation

Evaluation should be conducted to assess the effectiveness of the projects.

4. Follow-up

Follow-up plans should be included to measure impact of the project.

5. Dissemination

A plan for dissemination should go beyond just mailing out information to all local directors, to include identifying the primary audience and informing the audience about the nature of the products.

6. Materials

Materials which are produced should not only be of good quality but should be of the appropriate reading level and graphic layout to enable users to benefit from the materials.

7. Documentation

It is important that project activities be documented systematically. The record should include names and addresses of participants and other routine records of a project. Copies of the records should be accessible to the parent organization for future reference. Emphasis should be focused on the implementation process. Care should be taken to document the strengths, weaknesses, problems encountered, and to recommend how the process may be improved for future adaptation or adoption.

Project Reviews

Project review activity consisted of analyzing national and state priorities for 310 projects; scope of 310 projects; and the administrative process of 310 projects.

National and state priorities for 310 projects were compared and found to be similiar. This implies that the activity content of 310 projects are in agreement with national goals and purposes for 310 projects.

Scope of 310 project activities were categorized into four types: special demonstration, teacher training, dual purpose projects and special projects. Analysis of these categories revealed a fairly balanced distribution: special demonstration (30); teacher training (28); dual purpose projects (8) and special projects (2). When the distribution was analyzed by years, it was found that the proportion of special demonstration and teacher training projects remained fairly stable. Understandably, the proportion of dual purpose projects were unstable. This signified the specific role of special purpose projects.

Another aspect of the analysis was the distribution of subject matter. In the special demonstration category, adult basic education curriculum and materials, literacy skills, type projects, and outreach programs seemed to dominate the type of projects funded most frequently. Student recruitment and retention, computer-based instruction and functional skills were low in frequency of funding. Based on the results of the survey and case studies, recruitment and retention and computer-based education should be given serious consideration when selecting projects in the future.

The emphasis on teacher training projects were mainly on materials usage and on methods and techniques of instruction. The demand for more teacher training activities as indicated in both survey and case studies findings is a possible indication of the number of teachers who are yet to be reached.

Evaluation of projects was treated in terms of instrumentation (quarterly reports). The current instrument is strictly based on self-report by the project directors - a condition that may allow for excessive subjective information. While it may be difficult to avoid subjectivity, the evaluation may be improved by including more content specific questions that relate to project objectives and timelines. In addition, the end-of-project report format should be revised to allow for more descriptive information.

The present monitoring process appeared to be appropriate, if projects were contacted or visited two to three times during the implementation period. The main suggestion to improve the monitoring process involved modifying the current instrument to include more open-ended questions. In addition, visitation reports should be sent to the project directors to use as guide to successfully complete the project.

Grant award and committee selection were found to be appropriate. However, it was suggested by the staff of Bureau of Adult and Community Education that committee members should not have submitted a proposal for the fiscal year of their appointment. To further improve the selection process, previous project titles and abstracts should be given to the committee to avoid duplication of activities.

Overall Conclusion

The general purpose of the study was to determine the impact and scope of 310 projects on adult education in Florida. The overall result of the study indicated that 310 projects have made a significant contribution to improve adult educational activities in Florida. Specifically, the greatest contribution was made in individual programs, recruitment and retention, and staff development. Generally, a notable contribution was made in material development.

Individual adult education programs have improved various aspects of their educational activities by using 310 project funds to resolve programmatic problems that, otherwise, would have been difficult to resolve through existing resources. This contribution may be further appreciated by considering the public awareness created through community involvement, the increase in enrollment and the instructional materials developed or acquired.

Recruitment and retention requires a specific effort in human and material resources to successfully accomplish. The result of the study indicated that many programs dramatically improved their enrollment through the opportunities created by 310 projects. Of particular interest were programs that continued after the termination of 310 project funds.

Staff development efforts mainly involve educating teachers and administrators on materials, methods and techniques, and new processes in adult education. The result of the study showed a positive reaction towards 310 project staff development programs. Generally, teacher training projects seemed to have impacted on a broader range of participants than special demonstration projects. The participants demand for more staff development projects reflects the current national trend. According to the report of the United States Department of Education, Division of Adult Education,[5] in FY 1984, staff development was the top funded priority (approximately $1.3 million) area nationwide.

Generally, 310 project materials have been read and used for instructional purposes. However, it should be remembered that the effectiveness of the materials was not directly determined for practical reasons: inadequate dissemination; problem of locating and matching materials with users; and modification and repackaging of materials. The finding of the study indicates that the materials which were disseminated were read and used by the majority of practitioners who received them.

Although the general trend of the responses indicated a positive impact of 310 projects, there were specific programmatic component of 310 projects that require attention. The areas include dissemination of products and exemplary programs.

Dissemination activities were not effective in making all 310 products available to the intended target population. Discussion with project directors and local adult education directors revealed that the absence of a resource list of 310 project products was response for the limited use of the products. It appears, therefore, that with improved dissemination efforts use of 310 project products will increase.

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[5] 310 Self Assessment, USDOE, Division of Adult Education, December, 1984.

Exemplary programs have not had the desired effect, such as, in sharing experiences with other adult education programs. Sharing results will be beneficial in reducing time, effort and resources in resolving program problems. The reason for this problem was inadequate dissemination efforts.

In retrospect, 310 projects have a specific role to play in improving adult educational practice. As a competitive grant, 310 projects will continue to provide opportunities to individuals with insightful ideas and programs with problems of common concern to make contribution to the improvement of adult education statewide and nationally.

final report
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FOCUS on curriculum

final report
final report
final report
final report
final report
final report
final report
final report
final report

SHERRY ROYCE, Project Director

ROYCE & ROYCE
1938 Crooked Oak Drive
Lancaster, PA 17601

PA 310 Funding FY 1984-1985
Contract #98-5031

June 30, 1985

FOCUS on curriculum ABSTRACT

This 310 Special Project was funded at $12,744 from July 1, 1984 to June 30, 1985 to:

(1) review ten years of Pennsylvania's 310 materials and publish six FOCUS on curriculum Bulletins describing outstanding projects;

(2) prepare a 1985 addendum to PA's R&R Listing of publishers' materials for adult education.

Products include the FOCUS Final Report, six FOCUS Bulletins featuring exemplary PA 310 Special Projects in the areas of:

- * CBAE (Competency-Based Adult Education or lifeskills);
- * ESL (English as a Second Language);
- * Employment;
- * Literacy;
- * Media and Technology
- * Special Populations.

and a Resource Listing made up of thiry-six exemplary 310 projects reviewed in FOCUS plus 121 publisher resources with 1980+ publication dates in the areas of BASIC READING; ESL; ABE; CBAE; PRE-GED and GED.

****

FOCUS BULLETINS

Five Pennsylvania adult educators and the FOCUS editor reviewed ten years of 310 projects in the six curriculum areas noted above. All members of the review panel had extensive experience as 310 project directors and/or resource managers. Criteria for review were those initiated by the USOE's Clearinghouse ADELL in FY 1978-1979. The three major selection indicators for inclusion in the FOCUS Bulletins were: Effectiveness, Innovative Qualities, and Adoptability. Thirty-five 310 projects were deemed exemplary and featured in FOCUS. Six Bulletins were published between October 1984 and April 1985 and distributed to Pennsylvania adult educators, state directors of adult education and state, regional, and national clearinghouses.

Evaluation and Dissemination

A Reader Survey was mailed with the April FOCUS Bulletin to 800 readers. The results, compiled May 5, 1985, from a return of over 10 percent, appear as Appendix A. Briefly summarized, FOCUS reached mainly administrators of adult education programs in local education agencies, whose major interest was Literacy resources. Out of a possible rating of 18 points for the six areas surveyed (Organized, Understandable, Informative, Interesting, Useful, Rewarding), FOCUS received an average total of 15.65. Another interest indicator was that 85 percent of the respondents requested additional FOCUS bulletins.

The best evidence of the effectiveness of any dissemination project lies in the requests for the material it is publicizing. The reader survey mailed with the April issue indicated that over a third of the respondents had requested the loan of seventy-seven 310 projects with Literacy resources once again leading the list. An informal check with 310 Project Directors brought to light not only adult educator interest but two inquiries from publishers. The AdvancE Clearinghouse reported that, as of the beginning of June, they had responded to 102 requests with High Tech and Media resources leading the way.

1985 R&R RESOURCE LISTING

PA 310 R&R LISTING 1985

(1) NAME: PROJECT DRIVE (2)AREA ESL
(3) PROJECT DIR: *Sherry Royce (4)YEAR 1979
(5) ORGANIZATION Lancaster-Lebanon IU 13
Box 5026 (6)AE #: 3025-79A-I
Lancaster, PA 17601
(7) CONTACT: Doris Zook (8) TEL: (717)569-8561

(9) AUDIENCE: T, L (10) PANEL REVIEW 1984
(11) Sub-Area: CBAE (A) Effectiveness G
(12) COMPONENTS C, G (B) Innovation S
(13) PROJECT COST $4,071 (C) Adaptability E

(14) COMMENTS: Eight competency-based programmed booklets & guide provide information & exercises on driving and car maintenance. Key words and idioms are set off in italics & a Spanish & Vietnamese glossary is included. Guide has suggestions for added drills.

Thirty-five exemplary projects featured by FOCUS have been described in the 1985 R&R Resource Listing. Each listing, as illustrated on page 2, provides a brief description of the project and a contact name and address for more information. The areas numbered 1-14 include:

1. NAME	The title of the 310 Project used in the FOCUS Bulletin.
2. AREA	Classification used to identify major curriculum thrust of project and product.
3. PROJECT DIRECTOR	Individual responsible for project development and administration. In most cases, the CONTACT (7) person remains the project director. However, a * denotes that the director is no longer available. In that case, the name and TELEPHONE (8) of an alternate is provided.
4. YEAR	Year in which the project was completed and the final product provided to the AdvancE Clearinghouse. Projects that have a July 1, 1982 - June 30, 1983 fiscal year will be labeled as 1983 products.
5. ORGAN.	Name and address of the organization funded to develop the 310 Special Project.
6. AE #	This designates the Adult Education number by which the project can be borrowed from the AdvancE Clearinghouse, PDE, 11th Floor, 333 Market Street, Harrisburg, PA 17108.
7. CONTACT	That individual with special knowledge of each particular project; where a current contact is no longer, available, the AdvancE Clearinghouse is suggested.
8. TELEPHONE	The phone number at which the contact can be reached.
9. AUDIENCE	Project products such as the final report and the curriculum or teachers' guide are best suited to different audiences. The audience code is: A = administrators; T = tutors/teachers; C = counselors; L = learners.

10. PANEL REVIEW	The year in which the panel review was conducted. Each project was rated for (A) Effectiveness; (B) Innovation, and (C) Adaptability. E = excellent; S = superior; G = good, F = fair. Only projects with G+ ratings were reported in FOCUS Bulletins and are included in this listing.
11. SUB-AREA	An additional product interest or area of use beyond that identified as AREA (2).
12. COMPONENTS	A list of the products available from AdvancE: C = Curriculum for learners or staff; G = guide; AV = Media or High-Tech component; FR = Final Report. In most cases, the guide is attached to the curriculum or final report.
13. COST	Funding for the project as reported by PDE's Division of Adult Basic Education.
14. COMMENTS	A brief description of projects' goals, products, and/or results.

APPENDIX A

FOCUS EVALUATION REPORT

A Reader Survey was enclosed in the April FOCUS Bulletin and mailed to 800 readers. The following information was compiled May 5, 1985 from the data returned to the FOCUS editor by over 10 percent of those surveyed.

1. Analysis of Readership

A. FOCUS respondents hold the following positions:

83 %	Administrators
12	Instructors
3	Business/Industry trainers, managers
2	Researchers, consultants, AE professors

B. The institutions to which FOCUS respondents belong are:

39 %	LEAs
12.5	State Depts. of Education, Health and Welfare, etc.
11	Colleges and Universities
11	CBOs
6	Correctional Institutions
4	Business and industry
4	Research Centers
2.5	Others

Responses by state to FOCUS survey indicate:

47 %	reside in the Commonwealth of Pennsylvania
53	represent 22 states and the District of Columbia.

2. READER INTERESTS

A. 85% of readers surveyed requested additional FOCUS Bulletins.
Of these:
85% requested Bulletins devoted to PA 310s.
84% asked for Bulletins featuring other states 310s.

B. On an average, FOCUS readers received five of the six bulletins issued in FY 1984-85. Of those replying to the survey, 55% indicated their favorite issues, and 92.5% completed the ratings.
The preferred topics were:

40 %	Literacy Resources
14	ESL
12	CBAE
12	Employability
8	Media
8	Special Populations
6	Considered all issues good.

3. FOCUS RATINGS

A four point rating scale was used to evaluate the FOCUS Bulletins with 0 as the lowest possible rating and 3 as the highest. Out of a possible 18 points for six areas surveyed, FOCUS received an average total score of 15.64.

A. Individual areas averaged as follows:

2.82	ORGANIZED
2.79	UNDERSTANDABLE
2.74	INFORMATIVE
2.59	INTERESTING
2.38	USEFUL
2.32	REWARDING

B. The effectiveness of the FOCUS Bulletins was evaluated by determining how well the information provided matched reader interests. Readers were asked to mark what resources they were looking for in 12 areas; and to indicate what resources they had received from FOCUS. Of those returning the survey, 99% addressed this question.

% RESPONDENTS LOOKING FOR:		% OF THOSE LOOKING WHO RECEIVED:
60 %	Different Ideas	85 %
60	New Techniques	73
58	Instructional Materials	80
56	Increased Understanding	91
45	Staff Development	61
36	Alternative Procedures	86
21	Curiosity Satisfaction	52
20	General Information	100
18	Nothing Particular	10
14	Concept Reinforcement	55
9	Discussion Opportunity	71
2.5	Other	100

4. READER RECOMMENDATIONS

Although the survey indicated that comments were optional, 52% of respondents offered recommendations and commendations. These fell into the areas of: 1) general opinion; 2) FOCUS format; 3) FOCUS content; 4) FOCUS followup: a) acquisition of materials recommended, and b) usage of information received, and 5) recommendations for the future.

A. General commendations were offered by 45% of respondents. Most of the commendations were in the following vein:

*Excellent job. Keep up the good work. Well organized, simple, easy to read. Thanks!

B. A few readers indicated what they appreciated most.

*I think the idea of featuring 310 projects is excellent. It has been an invaluable source to me.

*Thanks for making the response an easy task.

*Your project was, as usual, well done. I think it provided an excellent service to the field at a reasonable cost.

*Thanks for your consistent mailings.

*I have appreciated very much being placed on your mailing list. It is the best publication that I receive. Hopefully, all program operators are receiving FOCUS.

C. Comments dealing with FOCUS format zeroed in on making the bulletin easier to read:

*Reading FOCUS is difficult. The color and lack of art work do not encourage reading. The color is very hard on my eyes.

*Suggest more headings - center and side - easier to extract information. Also initial paragraph all in caps was hard to read.

*Features of FOCUS I particularly appreciate: 1) Brevity of each description, of entire bulletin.

D. Comments regarding FOCUS' content were overwhelmingly complimentary and are reflected in the general opinion section. Specific suggestions for improvement and commendations include:

*Too many acronyms. What is APL, CBAE, PDE? A sample page would "grab" me more than amount and source of funding.

*I don't find FOCUS useful because it was not critical in its ratings. If everything is good, excellent, or superior...forget it. No use being picky, huh!

*I especially appreciate the three different kinds of ratings with each one clearly defined. This helps me to make decisions quickly.

*Very nicely edited.

E. The response by readers to materials featured in FOCUS was gratifying. Over one-third of those responding indicated that they had requested between one and six special projects each. Their experiences in the process of materials acquisition have been varied, and their comments, enlightening.

*More information on how to obtain materials would be helpful. Also I could not find a telephone number on FOCUS to call for general information. A number would be helpful.

*Some of the 310 developers were no longer with the projects. You might want to update project director information. Those I reached were most helpful.

*I borrowed three projects. I would have liked to copy the tapes and materials for beginning reading, but I didn't have the time to do it.

*I appreciated your prompt responsiveness the one time we requested to borrow project data.

*It took at least eight weeks to get the materials.

*Some frustration arose when contacting individual 310 project directors. Additional information, particularly cost and availability, was hard to get. Only AdvancE responded.

F. FOCUS was aimed at administrators, staff and curriculum development specialists, and instructors working with the ABE population. For the most part, comments on the use of the Bulletins indicate that the circulation was on target and FOCUS was disseminated extensively by its recipients.

*FOCUS is an easy way to get staff involved in the AdvancE collection. (ABE Program Director)

*The usefulness was down only because my very narrow needs were not met. If I still ran a program, I suspect my response would be different. (Publisher).

*I have given FOCUS to our acquisition coordinator. It is most helpful for us to use in "soliciting" materials for ERIC. I will also keep them as part of my reference file. (ERIC-OSU)

*It would be most helpful to receive more copies or for you to send FOCUS to other administrators directly. (State Dir. ABE)

*We, in Illinois, used this valuable information through our service center network. The rewarding aspect of this professional development service was that your contributions to further understanding were used.

G. As noted under Reader Interests (Section 2), 85% of survey respondents asked for a continuation of FOCUS. Of these, 85% were interested in more information about PA 310s and 84% asked for information about other states' projects. The degree of interest was born out by their comments.

*Keep up this excellent 'sharing' tool.

*This should be duplicated in all states to disseminate 309/310 projects.

*I think it went a long way in disseminating information on worthwhile resources which is greatly needed.

*Please send me the October ESL FOCUS. I missed it.

*This service is useful in getting 310 projects off the shelf. More help is needed beyond the scope of FOCUS in implementation

*An excellent project with widespread dissemination...Keep up the good work. Clearly demonstrates the wisdom of good communications.

R & R 310 RESOURCE LISTING

TITLE	YEAR	ORGANIZATION	AE NUMBER
ABE EMPLOYMENT ORIENTED CURRICULUM	1984	Lincoln IU 12, Box 70	3025-330 A-B
ABE HIGH TECH CURRICULUM GUIDE	1984	Coudersport Area SD	3025-322 A-B
APL MADE EASY	1979	Lancaster-Lebanon IU 13	3025-75 A-B
BASIC SKILLS MADE EASY	1982	Lancaster-Lebanon IU 13	3025-262 A-B
BILINGUAL CAREER EXPLORATION WORKSHOP	1981	Hispanic Projects, HAAC	3025-198
BUILDING A BETTER YOU	1980	Mon Valley Progress Counc.	3025-88 A-B
COMPUTER GUIDE & SYSTEMATIC APPROACH TO CA	82-3	Shenandoah Valley SD	3025-267 A-B
CONSUMER MATH CURRIC. FOR 0-4 ABE STUDENT	1983	Ed.Div., U of Pittsburgh	3025-292
CURRICULUM IN EMPLOYMENT	1983	Lutheran Settlement House	3025-290 A-B
DIRECTORY OF VIDEO RESOURCES	1984	The Penn State University	3025-321 A-B
ESL MADE EASY	1981	Lancaster-Lebanon IU 13	3025-293 A-B
ETHNIC HERITAGE & AMERICANS	1982	Ed. Div., U of Pittsburgh	3025-228 A-B
FUNCTIONAL LANGUAGE READING PROGRAM	1985	Adult Community Prep Prog	3025-328 A-O
JOB CLUB CURRICULUM	1984	Harrisburg State Hospital	3025-329
JUST A STEP AWAY	1982	Altoona School District	3025-263 A-E
LANGUAGE ARTS FOR BEGINNERS	1983	Lancaster-Lebanon IU 13	3025-298 A-B
LEARNING FOR OLDER ADULTS	1982	PA Senior Center Institute	3025-254 A-B
PA MIGRANT ADULT CURRICULUM RESOURCE GUIDE	1975	Stayer Educationa Center	3025-39
PEER TUTORING FOR THE PHYSICALLY HANDICAPPED	1984	Good Shepherd Home	3025-347
PROJECT CONNECT	1982	HelpLine	3025-255 A-B
PROJECT DRIVE	1979	Lancaster-Lebanon IU 13	3025-79 A-I
PROJECT GRADS	1983	Huntingdon SCI	3025-337
PROJECT LEARN-MAN	1983	CIU 10 Adult Dev. Center	3025-336
PROJECT LURE	1981	CIU 10 Adult Dev. Center	3025-227 A-B
PROJECT READ	1984	CIU 10 Adult Dev. Center	3025-341
PROJECT REASON	1983	CIU 10 Adult Dev. Center	3025-305
PROJECT SECOND CHANCE	1984	Hamburg School District	3025-304
PROJECT SUPPORT	1981	Project ACCESS	3025-170
PROJECT VOTE	1982	Harrisburg State Hospital	3025-236 A-C
SAVING OUR RESOURCES	1979	Ed. Div., U of Pittsburgh	3015-58 A-B
TEACHING LITERACY THROUGH AN ORAL TRADITION	1984	Lutheran Settlement House	3025-362 A-B
TECHNIQUES FOR TEACH. VISION-IMPAIRED ADULTS	1983	Dept. of Public Welfare	3025-319 A-B
THE ADULT STUDENT MAGAZINE	1979	Tana Reiff-Sodano	3025-90
WHAT YOU SHOULD KNOW ABOUT RAPE	1980	Comm. Res. of Fayette Cnty	3025-135 A-B
WHAT'S ON YOUR MIND?	1983	La Salle Urban Studies Ctr	3025-286 A-B

PA 310 R&R LISTING 1985

NAME: APL MADE EASY AREA CBAE
PROJECT DIR: *Sherry Royce YEAR 1979
ORGANIZATION Lancaster-Lebanon IU 13
Box 5026 AE #: 3025-75 A-B
Lancaster, PA 17601
CONTACT: IU 13 Adult Education TEL: (717) 569-8561

AUDIENCE: A,T PANEL REVIEW 1984
Sub-Area: Effectiveness S+
COMPONENTS FR, C, G Innovation E
PROJECT COST Adaptability E

COMMENTS: This curriculum, based on a student/teacher/community survey of needed APL skills, provides 100 lesson plan cards that address the five APL areas. They assist the tutor/teacher to integrate academic skills with lifeskills in a CBAE format.

PA 310 R&R LISTING 1985

NAME: PROJECT CONNECT AREA CBAE
PROJECT DIR: Ann Walsh Fogoros YEAR 1982
ORGANIZATION HelpLine
200 Ross Street AE #: 3025-255 A-B
Pittsburgh, PA 15219
CONTACT: Project Director TEL: (412)255-1140

AUDIENCE: A, C, T PANEL REVIEW 1984
Sub-Area: Effectiveness G
COMPONENTS FR, G Innovation G
PROJECT COST $5,000 Adaptability G

COMMENTS: This 120 page guide to community resources is organized according to the 5 APL areas. Listings include agencies, businesses & organizations willing to provide services or literature to adults. The format could serve as a model for any community.

PA 310 R&R LISTING 1985

NAME: PROJECT REASON AREA CBAE
PROJECT DIR: Nancy Fogelman YEAR 1983
ORGANIZATION CIU 10 Adult Dev. Center
Centre County AVTS AE #: 3025-305
Pleasant Gap, PA 16283
CONTACT: Edie Gordon TEL: (814) 359-3069

AUDIENCE: T,C,L PANEL REVIEW 1984
Sub-Area: Effectiveness S
COMPONENTS FR, G Innovation E
PROJECT COST $6,840 Adaptability E

COMMENTS: The Teachers' Guide to Reasoning presents a 4-step color-coded process for problem solving. Students learn to attack everyday problems such as choosing an apartment or losing ten pounds by working through eight sample units using a unique hands-on approach.

PA 310 R&R LISTING 1985

NAME: PROJECT SECOND CHANCE
PROJECT DIR: Marcia Giza
ORGANIZATION Hamburg School District
Windsor Street
Hamburg, PA 19526-0401
CONTACT: Marcia Giza

AREA CBAE
YEAR 1984
AE #: 3025-304
TEL: (215)779-7111

AUDIENCE: A, T, C
Sub-Area:
COMPONENTS FR, C, G
PROJECT COST $31,352

PANEL REVIEW 1984
Effectiveness S
Innovation S
Adaptability G

COMMENTS: This community effort enlisted business, training programs, Vo-Tech & school districts in a CBAE program leading to the awarding of a local HS diploma to adult learners. It used an individualized curriculum based on learner needs, background & situation.

PA 310 R&R LISTING 1985

NAME: SAVING OUR RESOURCES
PROJECT DIR: Dr. Robert Zellers
ORGANIZATION Ed. Div., U of Pittsburgh
Johnstown, PA 15905

CONTACT: Project Director

AREA CBAE
YEAR 1979
AE #: 3015-58 A-B
TEL: (814)266-9661

AUDIENCE: T, C, L
Sub-Area:
COMPONENTS C, G
PROJECT COST $4,953

PANEL REVIEW 1984
Effectiveness S
Innovation S
Adaptability S

COMMENTS: The 45-page booklet presents a clear, concise picture of energy usage and conservation. The language, though simple, is adult; the facts interesting and the examples drawn from situations relevant to adults. The guide suggests additional resources.

PA 310 R&R LISTING 1985

NAME: WHAT YOU SHOULD KNOW ABOUT RAPE
PROJECT DIR: Chari Kronick
ORGANIZATION Comm. Res. of Fayette Cnty
78 Morgantown Street
Uniontown, PA 15401
CONTACT: Project Director

AREA CBAE
YEAR 1980
AE #: 3025-135 A-B
TEL: (412)438-1470

AUDIENCE: C, T, S
Sub-Area:
COMPONENTS FR, C, G
PROJECT COST $5,000

PANEL REVIEW 1984
Effectiveness S
Innovation E
Adaptability E

COMMENTS: An easy-to-read, straight-talking booklet for adults that covers all aspects of rape including harassment on the job & talking to children about the prevention of sexual abuse. Guide focuses on dispelling myths and offers common sense prevention tips.

FOCUS on curriculum

VOL. 1, NO. 5
MARCH 1985

Sherry Royce, Editor

MATERIALS FOR LITERACY EDUCATION

THIS BULLETIN IS THE FIFTH IN A SERIES OF SIX HIGHLIGHTING 309/310 MATERIALS DEVELOPED BY PENNSYLVANIA ADULT EDUCATORS SINCE 1975. DURING THE PAST TEN YEARS, PDE'S DIVISION OF ADULT EDUCATION HAS AWARDED $580,365 TO 45 SPECIAL PROJECTS DEALING WITH LITERACY EDUCATION, 15 OF WHICH WERE FUNDED FOR $104,997 DURING THIS FISCAL YEAR. A PANEL OF EXPERTS REVIEWED 17 OF THE PREVIOUS 28 PROJECTS AND SELECTED SIX AS USEFUL FOR ADOPTION BASED ON CRITERIA DEVELOPED BY THE ADELL CLEARINGHOUSE (1979-1980). MATERIALS CHOSEN SCORED HIGHLY ON: EFFECTIVENESS - OBJECTIVES AND OUTCOMES CLEARLY STATED, MATERIALS LINKED TO RESULTS, CONTENT APPROPRIATE FOR TARGET AUDIENCE; INNOVATION - ADDRESSES MAJOR PRIORITIES, CREATIVE USE OF RESOURCES, CONTENT NOT COMMERCIALLY AVAILABLE; ADOPTABILITY - CLEARLY WRITTEN, LITTLE STAFF TRAINING NEEDED TO TRANSFER. MATERIALS LISTED ARE AVAILABLE FOR LOAN FROM ADVANCE, PA'S ADULT EDUCATION CLEARINGHOUSE, OR FOR SALE FROM PROJECTS AS LISTED.

BASIC SKILLS MADE EASY

Developed by: Irma Drumm, Pat Latshaw and Gail Trendler; Sherry Royce, project director. Lancaster Lebanon IU 13 Adult Education, Box 5026, Lancaster, PA 17601. $20 per set.

Basic Skills Made Easy was developed to assist ABE teachers and literacy tutors to integrate survival skills with basic reading and math within the framework of one lesson. This project is one of a series of three **MADE EASY** 310 curriculum development projects. **ESL MADE EASY** was reviewed in the October issue of FOCUS. **APL MADE EASY**, for 5-8 ABE students, will be featured in April.

Funded at $4,963 and completed September 1982, this project includes a Teacher's Guide and 100 lesson plan cards dealing with specific life skills topics. The 5½ by 8½ laminated cards are easy to follow and convenient to carry or store. The reading level for commercial or teacher-made resources is 0-4 though many of the activities can be used with 5-8 level students as well.

A STUDENT-ORIENTED CURRICULUM

A student-teacher survey which catagorized 100 life skills tasks under five APL areas was read to BASIC (0-4) students and they were asked to rank from most needed to least needed the ten skills they wished to acquire. Teachers indicated the skills they believed their students needed. These two lists were remarkably similar: and served as the basis for the 100 lesson plans.

TEACHER CARDS AND GUIDE

Each of the 100 teachers cards is directed toward a specific competency in one of the five APL areas. Each area is a self-contained unit with 20 lesson plans which tend to build on one another's information. Each card contains the following information: A) A number/letter keyed to a Participant Life Skills Checklist; B) estimated classroom teaching time; C) the APL area; D) specific life skills topic (ie. Your Pay Check), and E) the lesson plan.

FOCUS on curriculum is a PDE Adult Education 310 Curriculum Development Project. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the U.S. Department of Education, and no official endorsement should be inferred.

Each lesson plan includes suggestions for 1)teacher preparation; 2) basic skills to be mastered; 3) specific activities. In addition, each card provides a Demonstration of Competence and an Individual Life Skill Activity that suggests ways in which the skill may be used in daily life. The Teachers' Guide describes the gaming techniques used and includes bibliographies of audio-visual and 0-4 level commercial reading materials.

PANEL RATING: Remarking that "the activities were great, and the cards clear as far as basic skills are concerned," the panel rated the innovation superior plus, the effectiveness superior, and the adaptability excellent. Some concern was expressed that small ABE programs might not have some of the books or equipment called for in the lesson plans.

* *

FOCUS EDITOR AND BASIC SKILLS MADE EASY DIRECTOR, ROYCE, NOTED THAT **Language Arts for Beginners**, FY'83, WAS DEVELOPED TO PROVIDE THE TEACHER USING BASIC SKILLS MADE EASY WITH GAMES, WORD LISTS, PUZZLES AND ROLE PLAY SITUATIONS, ETC. CALLED FOR IN THE LESSON PLANS.

* *

PROJECT READ

Developed by: Mary Catherine Spence, CIU 10 Development Center for Adults, Pleasant Gap, PA.

Funded at $7,102 and completed September 25, 1984, PROJECT READ provides three workbooks with accompanying tapes and language master cards for adult students at 1-3 reading level. It features a controlled vocabulary taught in a scope and sequence of phonetic skills and built upon subject matter of prime interest to the students themselves. A tall order!

WHAT DO STUDENTS WANT TO READ ABOUT
One of the interesting and most transferable parts of the project was the reader interest survey conducted by IU10. Project staff determined that, at least in their pleasant valley adjacent to Penn State, adult learners want to read about love stories, weddings, TV shows, cooking, romance, history, hunting, fishing, and sports. As part of the survey, students were asked to identify the activities that helped them read better and the activities they enjoyed the most.

TEACHERS' GUIDE: A BONUS FOR TUTORS
The Teachers' Guide is written so clearly and the books so easy to follow that beginning tutors and teachers will find it an excellent resource. We particularly liked the Annotated Bibliography at the end of Book 1 listing publishers' 0-4 level materials. It was compilied from ABE teacher recommendations as reviewed by project staff.

PANEL RATING: While concerned with the cost of duplicating the entire package, the panel rated the project superior in innovation and effectiveness. They were particularly impressed with the possibility of self-directed study at this lowest level, and the assessment of student interests. One panelist suggested that because of its slow-paced sequential format, it might serve as a model for a computer literacy program.

* * * * * * *   * * * * * * *

CONSUMER MATH CURRICULUM FOR THE 0-4 ABE STUDENT

Developed by: Dr. Robert Zellers, Education Division, University of Pittsburgh at Johnstown Johnstown, PA 15904.

In the push for literacy, we sometimes forget that basic skills at the 0-4 level must include math as well as reading. Too often ABE beginning math tests are children's books with different covers. Consumer Math offers an alternative.

A RESEARCH APPROACH
This project began with a research component, including: 1) an assessment and and analysis of 0-4 math materials available; 2) a determination of criteria based on national standards and

theoretical norms; 3) a field test of the assesment with adult students; and 4) a survey of ABE students and GED graduates as to their needs and concerns in relation to consumer math. Their interest in check writing is evident in the curriculum packet.

KIT COMPONENTS
The curriculum was produced as a kit which includes printed and taped material. Within limits, this format permits usage at different ability levels individually or as a group. The taped segment introduces the concept of consumer math and contains the pre and post assessment. Five packets contain color-coded laminated instructional cards. A Teachers' Guide offers suggestions for alternative activities the text of the tapes, a supply of answer sheets, and a key to the tests.

PANEL RATING: Judged superior in innovation and effectiveness and good in adoptability, the panel spoke highly of its ease of use and its neat packaging. "A most practical product!" One Caution: It might be wise to rerecord the tape as the speaker's voice is fast and sometimes garbled.

* * * * * * *   * * * * * * *

CURRICULUM IN EMPLOYMENT
A 0-4 Learning Program for Unemployable Women

Developed by: Azi Ellowitch and Kathy Reilly; Carol Goertzel, project director. Lutheran Settlement House Woman's Program, 10 East Oxford Street, Philadelphia, PA 19125.

This project, the third in a series by the Lutheran Settlement House Women's Program, puts Paulo Friere's principles of learner-centered education into practice in Philadelphia, PA. The curriculum created is a product of the interaction of adult students, the curriculum developer, Philadephia businesses and their employees, and the staff of PDE's Division of Adult Basic Education. It uses the principles of active listening and codification [finding themes in pictures and stories] as the foundation for vocabulary development, reading comprehension and analytical skills which can be used by the adult students in their daily lives.

Funded at $14,683 and completed August 30, 1983, the 95-page booklet with stories and photos by adult students speaks best in its own words:

"THEY NEVER KNEW I COULDN'T READ"

A Blind man
Taught me a way
To conquer
The EL.
I asked him,
"How can you
Take the EL?"
He said that

The EL
Isn't like a bus
That stops
With traffic.
The EL
goes straight
to the next
stop.

So, you count
the stops.
That way
you know where
to get off.

The above selection is included in the theme segment, Solutions. Other segments include: Working Conditions, Women and the World of Work, Non-Traditional Work, and Doing it ALL - Work, Home, and Self.

THEORY AND METHODS
The first 30 pages of the booklet decribes how the curriculum came about; presents in student words and staff observations a sensitive insight into what it means to be an adult non-reader; and details the teaching approach including methods and attitude favored by the project staff.

PANEL RATING: Superior in all respects, the panel noted that the product was very clearly printed and easy to duplicate; very innovative and sensitive to the needs of unemployable women, and above all, the language activities provoked interest and discussion as well as basic education. This curriculum tells it like it is, and asks adult non-readers not teachers: How do you think it should be! You need a teacher/tutor secure enough to handle that.

PROJECT LEARN-MAN

Developed by: Nancy Fogelman, CIU 10 Development Center for Adults. Centre County Vo-Tech Schools, Pleasant Gap, PA 16823.

How do you turn on teenagers and young adults to Math and Grammar? With great difficulty might be one answer. With Pop Music is another. Project LEARN-MAN provides a unique delivery system for self-instruction which features a Pop 40s format accompanying a sequential presentation of 26 Math and Grammar lessons.

The project, funded at $13,355 and completed August 1983, teamed a radio disc jockey and an adult education teacher to produce 13 tapes and a workbook with 26 related lessons. The end results not only looks professonal but young adults in the pilot study showed a 50.5% gain between pre- and post-test scores.

WITH A LITTLE HELP FROM MY FRIENDS

The Beatles, John Denver, Linda Ronstadt and Billy Joel are a few of the 'friends' who contributed to making this curriculum a truly exciting learning experience. The scripts, which are printed in the final report, include such comments as:

> **This lesson is on helping verbs. I suggest you listen to the tape on verbs before trying this one. Notice how Billy Joel uses the word "can" in this song. Listen carefully to the verbs that follow the word "can" in She's Always a Woman.**
>
> **Can is one of many helping verbs. The words following the word "can" in every case are verbs. For example, can kill, can wound, can ruin, can lead on, and so on.**
>
> [AND SO ON.]

PANEL RATING: One of the many fine literacy projects reviewed, LEARN-MAN's list of credits include: High Interest for one of the hardest to motivate audiences, the young adult; professional, attractive, easy-to-use packaging; super entertainment for the dullest of instructional areas.

It was felt that this project could help to individualize classes to some extent as well as provide instruction in areas likely to be intimidating to young adults studying in a home-bound tutorial situation.

Some concern was voiced as to how long it will remain current, as punk rock and breaking replace solid 40s Pop. Also, the speaker on the tape is very "straight," with little humor.

Despite these few failings, LEARN-MAN was rated Excellent ALL THE WAY, or, perhaps the best way to describe it would be: UPBEAT!

ADVANCE ADDRESS: 11th Floor, PDE, 333 Market St., Harrisburg, PA 17108.

FOCUS ON CURRICULUM IS A 310 ADULT EDUCATION SPECIAL PROJECT FUNDED BY PDE, DIV. ADULT & CONTINUING EDUCATION, DR. JOHN CHRISTOPHER, CHIEF. THE REVIEW PANEL MODERATED BY FOCUS EDITOR, SHERRY ROYCE, INCLUDED: DON BENDER, PDE CORRECTIONAL EDUCATION; LINDA CARL, CATHOLIC SOCIAL SERVICES ESL COORDINATOR; JOAN LEOPOLD, ADULT EDUCATION HARRISBURG STATE HOSPITAL; ANNETTE MCALLISTER, PA CLEARINGHOUSE ADVANCE; AND GERALD VALERI, FEDERAL PROGRAMS ALTOONA SCHOOL DISTRICT.

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A PDE - ABE Project
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A LONGITUDINAL STUDY OF ADULT BASIC EDUCATION IN VIRGINIA, 1970-1985

Chapter I

Introduction

General Design

This longitudinal study was funded as a 310 Special Project by the Virginia State Department of Education, Adult Education Service. The purpose of the project was to develop and implement a statewide evaluation of the Adult Basic Education Program. The evaluation encompassed the state and local levels of program delivery and studied the state staff, local administrators, supervisors, teachers, counselors, aides, and students.

In 1970-71 Virginia Commonwealth University conducted the first Virginia state-wide ABE evaluation and in 1977-78 conducted the second evaluation. These evaluations were cited by H.E.W. as outstanding studies and were used as the model for several other statewide evaluations. It is important to note that one-time descriptive studies are valuable, but comparative studies over a period of time which indicate change and growth are more desirable. Since Virginia Commonwealth University conducted the original and second study it was in the best position to measure changes that have occurred since the first and second evaluations. Furthermore, many of the original data gathering instruments could be used again where appropriate, thus accruing considerable savings in the evaluation design.

The evaluation covered the entire ABE program at both the state and local levels and includes a representative sample of urban and rural programs as well as the variety of students served by the local programs. All factors bearing on the efficiency and effectiveness of the program were considered.

Specific Design

The evaluation design and implementation procedures will be discussed in this section.

Project Objectives

The following objectives were identified and approved for the statewide evaluation:

1. To appoint a statewide ABE Evaluation Advisory Committee to advise and assist in the identification of appropriate evaluation data sources and techniques.
2. To design and implement a statewide program evaluation to be conducted during the school year of 1984-85.
3. To conduct a representative statewide assessment of each school district's ABE students utilizing an appropriate instrument to be identified by the project and the Advisory Committee.
4. To computer analyze the statewide data collected with appropriate statistical tests.
5. To compare the results of the current study with the results, conclusions and recommendations of the two previous studies.
6. To prepare a comprehensive evaluation report on all phases of ABE program operation.
7. To disseminate the evaluation findings and recommendations in the form of a printed report and to summarize and discuss the findings at appropriate meetings, e.g., Dissemination Conference 1984-85.

Administration

The project was conducted by the Adult Education Program of the Division of Educational Studies, Virginia Commonwealth University (VCU). Dr. Ronald Sherron was the project director.

Procedures

Evaluation Design. The basic evaluation model utilized was Stake's. This model has been successfully utilized for study of various education programs and is recognized as one of the most appropriate for studies of this type. The evaluation will be primarily summative.

It is especially appropriate to not only present a picture of the current status of ABE programs, but to present comparative data from the first and second ABE evaluation reports to indicate growth longitudinally and long-range trends. This was a unique advantage of the VCU project.

Locations. Richmond and each participating ABE program and all Adult Learning Centers were included. Travel was made to local sites based on requests for assistance and the obvious need for data collection as evidenced by slow or no returns from certain school divisions. This will probably involve a minimum of four trips. Based on past evaluation, data trips will probably have to be scheduled for the Norfolk area, the Washington area, and several rural divisions.

The specific locations were projected during the first quarter planning phase and was guided by requests for assistance and obvious trouble spots. The remainder of the travel was determined as the project progresses.

Participation. Table 1 indicates the populations studied and whether the data was collected from the total population or a representative sample. A random sample of 25% of the teachers or 150 minimum was selected. All of the ABE Supervisors were selected and 50% of the aides were sampled. The sample was drawn from a random number table from currently enrolled students and employed personnel in each school division.

Table 1. Populations, Groups, and Samples

Population Description	Sample Size
1. State Department Personnel	All
2. Local ABE Supervisors	All
3. Learning Center Coordinators	All
4. ABE Teachers	25% Random Sample (or 150 minimum)
5. ABE Counselors	All
6. Para-Professional	50% Random Sample
7. ABE Students	10% Random Sample

Methods and Materials

Stake's model was utilized to conduct the evaluation. All procedures and instruments were approved and revised by the Evaluation Advisory Committee and were basically the instruments used in the past two evaluations.

Instruments

In order to collect the data specified from the populations identified in Table 1, the same instruments used in the 1970 study were updated and revised by the Evaluation Advisory Committee. The instruments used included questionnaires, interview guides, data check sheets, and data summary sheets of various types for each population studied.

Personal interviews were conducted with all members of the State staff, and written response to the 1978 Evaluation Recommendations were obtained.

Data Collection

The data was collected using the revised and updated instruments. The evaluation director, evaluation staff, state and local level ABE administrators, supervisors, teachers, counselors, aides, and students participated in the data collection procedures. The local ABE supervisors and teachers were responsible for dissemination and collection of local program forms.

Data Processing

All data collection instruments were designed for computer processing and analysis. All the data treatments were completed with existing computer programs and with special programs written by university data processing staff. The University's Institute of Statistics advised the project director concerning proper statistical treatments.

The raw data was keypunched and verified on magnetic tape in an 80-column card format for processing by the University Computer Center.

Time Schedule

Date	Activity
July 1, 1984	Project funded
July-August	Appoint Advisory Committee Identify preliminary instruments Prepare initial design Identify and hire personnel
September-October	Hold first Advisory Meeting Approve design and instruments Identify Sample Submit first quarterly report
November-December	Conduct survey and collect data Visit sites as necessary Submit second quarterly report
January-February	Analyze data Summarize results
March-April	Prepare Evaluation Report Submit third quarterly report
May-June	Print report Submit final project report Disseminate report

Staff

This project was conducted with the existing staff of the Adult Education Program and the following Personnel:

Research Associate (1)	Half-time
Clerk Typist (1)	Half-time
Computer Programmer (1)	5 days

Evaluation Advisory Committee

Appointments. The Evaluation Advisory Committee was appointed by the Project Director. The Associate Director for Adult Education recommended members to represent the state office and local programs.

Committee Representation. The following types of members constituted the Evaluation Advisory Committee:

Dr. Ronald H. Sherron, Chairman	VCU	(1)
Research Assistant	VCU	(1)
State Department Representative	State Dept.	(1)
Regional Representative	State Dept.	(1)
Administrator (1-ESL), (1-ABE), (1-LRC)	Local Program	(3)
Teacher (1-rural), (1-urban), (1-ESL)	Local Program	(3)
Student (1-rural), (1-urban)	Local Program	(2)
Total Members		12

Alternate members were appointed in order to ensure adequate participation and representation when meetings are held.

Committee Responsibilities. The Committee will operate on a democratic basis with majority rule on issues requiring a vote. The members will be expected to:

1. Advise the project in instrument design.
2. Determine appropriateness of scheduling.
3. Select factors to include in evaluation.
4. Select criteria and standards for judging results.
5. Recommend administrative and dissemination procedures.
6. Perform other duties as appropriate.

Meeting Schedule. Upon appointment, the Chairman will call a planning meeting prior to the final evaluation design. The Committee will meet a minimum of three times and more if necessary. The second meeting will be upon completion of the data collection phase. The final meeting will be held prior to the printing and dissemination phase.

Coordination and Dissemination

Close liaision was maintained with the Adult Education state staff and a representative of the state staff was included on the Evaluation Advisory Committee. All procedures and instruments were submitted for approval to the Advisory Committee and to the State Department. Crucial correspondence and other communications with the local programs were routed through the appropriate State Department Area Supervisors.

Formative reports identifying immediate findings and recommendations were made as results were completed. The final summative report will be submitted to the State Department of Education with sufficient copies for all participating local programs, the Participatory Planning Committee, and other concerned parties.

Final Report. Copies of the final report including all results and recommendations for program improvement will be delivered to the State Adult Education Service. The Adult Education Service will disseminate the copies to appropriate state and local supervisors.

Additional dissemination will be made at the summer SAIL Conference and through the ABE Newsletter. In order to facilitate dissemination of the total report a Summary Report that highlights the results and key recommendations will also be prepared.

Adult Performance Level (APL) Survey

Recommendation

APL Survey should be incorporated into the regular testing procedures of the ABE program. Entry and exit competency levels should be measured. Reading the national mean score of 28.16 should be made a statewide goal.

Recommendation

All content areas reported in the APL Survey suggest the need for statewide attention. This is clearly the case when student performance is compared to national norms. ABE curriculum planning should be based on the Adult Performance Level Goals and Objectives. These goals and objectives are the criteria of functional competency. Level of functional competency is measured by the APL Survey. Use of the goals and objectives for program planning should be coupled with on-going use of the APL Survey. Use of the goals and objectives for program planning should be coupled with on-going use of the APL Survey for statewide evaluation.

Action Taken: A decision was made not to adopt the APL format but rather to incorporate the APL competencies into existing ABE curriculum format.

Local In-Service Training Priorities

Recommendation

As previously discussed in the state level section and in the 1970 report, a comprehensive in-service training plan should be developed that utilizes a variety of training designs. Too much emphasis and reliance is being placed on one-shot, one- and two-day workshops. The training offered should have continuity and a logical progression, e.g., new teachers and staff should be given Adult Learning Characteristics first, Curricula Design and Instructional Strategies second, Student Evaluation third, etc. The 309 projects should logically complement each other and offer a variety of training options, i.e., courses, independent study, small group seminars, weekend retreats, conferences, workshops, etc.

In addition to state level funded activities, each local program should plan and implement in-service activities for the staff at least once a quarter and preferably one day a month. Staff who attend regional or statewide training activities should share the new knowledge, content and handouts at a subsequent local in-service session. Each local program should allocate funds for local training activities.

Action Taken: A training design includes local, cluster training, summer institutes, and regional supervisory training.

Procedures for Setting 310 Funding Priorities

The 310 funding procedures now include input from a statewide ABE Participatory Planning Committee (PPC). The state staff and the PPC set the annual 310 funding priorities with data from previous needs assessments, local program reports and national data compiled by the Adult Education Advisory Council. All of the priorities are certainly addressing program needs and areas of concern. It is still not clear if the priorities are ranked in any manner that will provide for attending to the most important first.

Another area of concern is the evaluation of proposals for funding. Several examples have occurred where the agency or institutions funded were unable to complete the project satisfactorily.

Recommendation—State

Periodic needs assessments should be conducted to determine 310 priorities. Data should be obtained from state staff, PPC, local programs, institution of higher education, National Advisory Council, and the professional literature in adult education. The priorities should be ranked and continued until data indicate the problem has been solved or the need met. Priorities should be carefully screened to determine if another state has already studied or solved the problem. Numerous examples exist of several states solving the same problem. In many cases the solution could be shared and implemented with slight or no modifications.

Monitoring Procedures for 310 Funding

It is clear that adequate monitoring of the 310 projects has not occurred. In some cases of inadequate project performance it is doubtful if additional monitoring would have helped. It would, however, have identified unsatisfactory performance before the end of the project.

Recommendation—State

Criteria should be developed for ranking proposals and determining the ability and capacity of the grantee to conduct the proposed project. Monitoring should be conducted on a periodic basis by an objective party. It is a difficult or impossible role to be an advocate, e.g., technical assistant and a monitor evaluator at the same time. Perhaps the staff should monitor as a group, and individual supervisors should monitor projects other than those in their area. Part of this problem stems from lack of staff, thus reinforcing the previous recommendation for adequate supervisory staff.

State Level Concerns

Each member of the State staff was interviewed and given the opportunity to discuss various program concerns. This section will report the topics discussed.

Funding. Inflation, inadequate funding, and the subsequent loss of a supervisory position all emphasize the continued funding problem. All members of the staff feel that the program suffers from lack of funds. The state provides only the minimum required 10% matching for the federal funds. This indicates little support for the ABE program and concern for Virginia's approximately 1.08 million illiterate adults.

Leadership. The staff expressed concern about the numerous administrative changes over the past years and a need for additional leadership and more focused programmatic goals. Numerous examples were cited indicating poor communication within and between services and departments.

Field Supervision. Concern was expressed over lack of time to adequately monitor programs and 310 projects.

In-Service Training. Staff felt SAIL was good for new teachers but not very good for experienced teachers. Most felt that the regional training workshops had reached more teachers in specifically needed program areas. The need for a long-range coordinated in-service training plan was expressed.

An interesting point was made by two staff members concerning in-service training for the State staff in regard to certain types of technical assistance and project monitoring. It appears that the staff would like to receive some in-service training as well as provide it for local programs.

Deadlines. Concerns were indicated about various deadlines not being met or lateness in dissemination of guidelines, reports, etc.

Summary. In general, the state supervisory staff is very concerned over the lack of administrative support and inadequate funding to properly supervise local programs and 310 projects. Morale is fairly low, but all are optimistic concerning increased funding from the state and/or the federal grant. Pending organizational and administrative changes may alleviate the problem. Table 5, p. 42, shows the percentages of supervisory time devoted to various ABE program activities, including monitoring and giving technical assistance to ABE 310 projects throughout the state.

The Associate Director's ABE program activities have remained basically unchanged. The one significant change noted was a two percent change in in-service training activities. Historically this function had been primarily conducted by the supervisors.

The major changes here occurred among the ABE supervisors in their allocation of time and consultation from local supervision to program planning. The southeastern and northern area supervisors have approximately tripled their percentage of time spent on program planning while the southwestern area supervisor has increased his time by only one-third.

The largest change has occurred in the area of in-service training with a 140% increase in time allocated to this activity. The second

Table 5. Percentage of Total Professional Staff Time Allocated to ABE Program Activities

		Associate Director Adult Education Richmond Office	ABE Supervisor Richmond Office Southeastern Office	ABE Supervisor Richmond Office Northern Office	ABE Supervisor Abingdon Office Southwestern	Average % of Time Allocated	Averag %age Change
		%	%	%	%	%	
Local Supervision & Consultation*	1978	2	25	35	35	24	
	1985	2	10	10	40	16	
	Change	0	-15	-25	+5		-33%
Program Planning*	1978	20	15	10	10	13	
	1985	20	40	35	15	27	
	Change	0	+25	+25	+5		+107%
Program Promotion*	1978	5	10	10	10	8	
	1985	5	10	5	5	16	
	Change	0	0	-5	-5		+100%
Curriculum Development*	1978	5	8	15	10	8	
	1985	4	0	0	5	12	
	Change	-1	-8	-15	-5		+50%
Materials & Equipment Selection*	1978	5	7	7	7	6	
	1985	4	0	0	5	12	
	Change	-1	-7	-7	-2		+100%
In-service Training*	1978	0	10	5	5	5	
	1985	2	20	15	7	12	
	Change	+2	+10	+10	+2		+140%
Program Evaluation*	1978	8	5	3	8	6	
	1985	8	10	15	8	10	
	Change	0	+5	+12	0		+66%
Reports & Correspondence*	1978	15	5	5	5	11	
	1985	15	5	10	10	10	
	Change	0	0	+15	+5		-9%
Non ABE Program Activities*	1978	40	15	10	10	19	
	1985	40	5	10	5	15	
	Change	0	-10	0	-5		-21%
TOTALS		100	100	100	100	100	

*Includes 309 Project Monitoring

largest change is in the area of program planning, with this area showing a 33% increase. Local supervision and consultation showed a 33% decrease.

It would appear from the changes indicated in Table 5 that since the reduction in staff and the addition of and increases in administrative requirements, e.g., program planning, reporting, monitoring, etc., local programs are not receiving adequate field supervision and technical consultation from the State staff.

Staff Training

Since the 1970 study, a great variety of in-service training opportunities have been provided by both 310 project funding and course offerings by state colleges and universities. Table 18 summarizes the ABE teachers' and supervisors' ratings of the in-service training activities.

Table 18. Summary of In-Service Training Program Ratings

Rater	Rating	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
ABE Supervisors	Adequate	29.6	46.7	73.4	+43.8	>.01
	Not Sure	12.2	13.3	13.9	+1.7	NS
	Inadequate	58.2	40.0	12.7	-45.5	>.01
TOTALS		100.0	100.0	100.0		
ABE Teachers	Adequate	35.5	37.7	60.1	+24.6	>.01
	Not Sure	16.9	18.0	12.7	-4.2	NS
	Inadequate	47.6	44.3	27.2	-20.4	>.01
TOTALS		100.0	100.0	100.0		

Overall the teachers' and supervisors' ratings of the in-service training programs are dramatically increasing. Some 73.4% of the supervisors and 60.1% of the ABE teachers rate the in-service training programs as "adequate." Over the past fifteen years the ABE supervisors' in-service training ratings of "adequate" have risen from 29.6% to 73.4%. The ABE teachers' ratings of "adequate" have risen from 35.5% to 60.1%. Both of these increases are significant beyond .01 level. These increases indicate that the state staff and local supervisors and teachers have significantly improved their in-service training programs. Some 12.7% of the supervisors and over one-fourth (27.2%) of the teachers rate the in-service training programs as "inadequate."

Table 19 indicates participation in various types of in-service training. ABE supervisors' participation in local workshops has remained fairly constant over the 15-year period. Their greatest increase, +69.6 percentage points, was in the area of Regional Institutes and Workshops. College Credit Courses showed the second highest, +31.2 percentage points, since 1970.

Table 19. Percentage of Participation in Various Types of In-Service Training

Staff Position	Types of In-service Training	Percentage			Difference	Significance of Difference
		1970	1978	1985	1970-85	
ABE Supervisors	Local Workshops	73.1	6.9	79.7	+6.6	NS
	Regional Institutes	16.4	75.9	86.0	+69.6	>.01
	College Credit Courses	3.0	15.5	34.2	+31.2	>.01
	Other	7.5	1.7	11.3	+3.8	NS
ABE Teachers	Local Workshops	55.6	38.3	76.3	+20.7	>.01
	Regional Institutes	15.3	35.4	57.8	+42.5	>.01
	College Credit Courses	16.7	17.4	42.7	+26.0	>.01
	Other	12.4	8.9	9.8	-2.6	NS

The ABE teachers showed the same types of increases with +42.5 percentage points in "regional" training activities and +26.0 percentage points in college credit courses. The increase in college credit courses is directly related to the availability of adult education courses and degree programs at several of the State's institutions of higher education.

Recommendation—State

More local participation in cluster training and regional workshops should be promoted. Funds should be allocated from local programs to allow more teachers to participate in SAIL and/or other statewide and regional training programs. Delivery systems and packages for local in-service training should be developed and implemented. Funds should be allocated for required minimal levels of local training activities.

This concludes the presentation, discussion, and recommendations for the state level factors. The following section will treat local program factors.

In-service Training

State level in-service training was discussed previously. This section will treat local in-service training.

The supervisors and 27.2% of the teachers rated the in-service training program for teachers as "inadequate." This is a significant decrease of 26 percentage points since 1970 in the "inadequate" rating by teachers and supervisors. This indicates that, overall, the local in-service training programs have significantly improved.

Initial Job Orientation. Some 38.2% of the teachers did not receive any formal job orientation upon initial emloyment. In 1970 some 34% of the teachers indicated that they had received no formal job-orientation. Over the 15-year period there has been no significant change in initial job orientation, and approximately one-third still receive no formal orientation to the ABE teaching situation.

Recommendation--State

An initial teacher orientation package should be developed and distributed to all local programs. Local supervisors should have the responsibility for giving this package to each new ABE teacher. The package should include local program data and policies, state policies and guidelines, adult learner information, suggested curricula materials, evaluation procedures and suggestions, recommended instructional strategies and methods, student record formats, and referral resources as a minimum. This package should be designed to be used individually or with groups.

Participation in In-service Training. As indicated in Table 80 on the following page, the greatest increase has been in the percentage of supervisors and teachers who have attended four or more in-service activities in the last five years. Only 5.1% of the supervisors and 12.7% of the teachers indicated that they had attended no in-service activity over the past five years.

In general, the participation in in-service training activities has significantly increased over the past 15 years. On the average, however, supervisors and teachers attend only one in-service activity per year.

Local In-Service Training Priorities

The local cluster training concept is being implemented across the state through 310 project funding. This has greatly increased the local in-service activities. Table 80, on page 155, summarizes the ABE supervisors' rankings of training priorities.

Student recruitment has maintained its number one ranking over the past 15 years. Curriculum development and student retention are the only two areas that have significantly changed. In general, the rankings have remained fairly constant.

Student placement and follow-up have consistently ranked last in in-service training needs. This finding relates very well to the previous finding that very little, if any, follow-up activities are conducted by the local programs.

Table 80. ABE Supervisors' and Teachers' Cumulative Number of In-Service Training Sessions Attended

Number of Training Sessions	Supervisor					Teacher				
	Percentage			Difference	Significance of Difference	Percentage			Difference	Significance of Difference
	1970	1978	1985	1970-85		1970	1978	1985	1970-85	
4 or more	25.6	58.4	57.0	+31.4	>.01	14.5	27.9	52.6	+3.8	>.01
3	12.2	13.3	13.9	+1.7	NS	9.0	14.3	7.5	-1.5	NS
2	23.2	10.0	13.9	-9.3	NS	12.7	13.4	11.5	-1.2	NS
1	17.1	13.3	10.1	-7.0	NS	20.9	19.8	15.0	-5.9	NS
None	21.9	5.0	5.1	-16.8	>.01	42.9	24.6	12.7	-30.1	>.01
Totals	100.0	100.0	100.0			100.0	100.0	100.0		

The fact that the rankings have remained fairly constant is partially attributable to the part-time nature of most local programs and the high teacher turnover rates (30-40%) each year. This creates the need to train new teachers each year in the same important areas, e.g., student recruitment, student retention, curriculum development, program promotion, etc.

Recommendation--State

As recommended in two previous studies, a comprehensive in-service training plan should be developed by the State Department. A variety of delivery systems should be utilized from independent study packages to workshops and conferences. The plan should be based on an up-to-date needs assessment of local in-service priorities. There should be a logical progression of the training events rather than one-shot crisis training

The comprehensive plan should identify what will be done state-wide, regionally, and locally. Local programs should hold in-service sessions at least quarterly. Ideally, one day a month should be devoted to in-service training. Local programs should allocate allowable funds for local training to complement the other 310 projects and state-conducted training sessions.

Program Evaluation and Review. ABE supervisors ranked program evaluation next to last in in-service training needs. They indicated that 8% of their time was allocated to program evaluation. The supervisors rated the state staff's assistance in program evaluation from "average to good." This rating has not changed over the 15-year period. In the 1970 study the following recommendation was made:

Recommendation--Federal

Priority should be given to developing one or more instructional models that will incorporate cybernetic evaluation features.

Recommendation--State

An instructional model should be developed and made available to all local programs. The model should allow for continuous evaluation.

The State Department's ABE supervisors and all of the local ABE supervisors should be trained to design and implement local evaluation techniques. Evaluation models and the necessary instrumentation should be developed by the State Department. Standardized data should be collected on the State level from all programs. The data collection procedures and instruments should be designed to implement longitudinal studies and to facilitate local, State and Federal reports, summaries and studies.

In the 1978 study, a self-study evaluation model was developed and disseminated to all local programs. A critical feature of the model was the feedback from the state-wide evaluation that could be used to facilitate local planning and action. The broad goals of the local self-study were to:

1. Develop a systematic and on-going process of diagnosing local program needs that can be responded to with local resources.
2. Develop, implement, and monitor local action plans.
3. Encourage local programs to improve themselves by their own actions and decisions.

The Self-Study Evaluation Model was basically a guide to self-directed program improvement. It is a data-based, problem solving model that is intended to establish a series of formative events and actions. The self-study process is a means for each local staff to increase the quality and efficiency of its ABE program.

The following recommendation was made in the 1978 study:

Recommendation

The State Department should encourage each local program to engage in a Self-Study using the developed model. The results of the State-wide Evaluation should be distributed and used in each local self-study. The local ABE supervisor should have the responsibility for forming and conducting local evaluation activities. Local programs should use the models in the Systematic Instructional Model for orienting and training its staffs in student and program evaluation.

It is not sufficient to conduct ABE program evaluations every seven years. Program evaluation should be a continuous management tool used by both the state and local level administrators for decision making. This study indicates rather clearly that a lot of important program decisions are based on popular opinions and administrative expediency. There is very little formative evaluation feedback on the local level and the state level administrative staff does not have a systematic plan for conducting meaningful research and evaluation.

The 309 funding procedures are being use for one-shot, sporadic types of research and demonstrations. Each local program should budget a portion of their program allocation for evaluation activities and the State level staff should plan some long-range cumulative research and evaluation projects. As emphasized earlier, an advisory committee would be invaluable in establishing longitudinal research priorities and plans.

There is little evidence to indicate that any systematic program evaluation is being conducted by the state or local ABE staffs. The problem appears to be the lack of a systematic program planning process that includes all of the necessary programmatic steps from needs assessment through program evaluation.

Recommendation--State

The State should develop a needs assessment process for local use that would also yield needs data for state use when summarized. A simple program evaluation design should be disseminated to the local programs to collect evaluation data on the following minimum factors: facilities, staff, students, instructional materials, instructional strategies. This local data could be summarized and used for program planning purposes at both the state and local levels.

Conducting summative evaluations every eight years can show long-term change; however, it is not adequate for formative feedback and yearly program planning. Again, conducting a meaningful evaluation is costly and time-consuming, so the usual excuse of "lack of funds" prevents most local programs from implementing even the simplest evaluation designs.

This concludes the local factors section and the evaluation report.

310 ADMINISTRATION

There are a number of State administrative activities that facilitate or require the use of project evaluations. The 310 Administration Self Assessment Guide contains items that relate to evaluation in the areas of priority setting, applications review, 310 guidelines, project monitoring, and dissemination. The Guide, which is itself an evaluation instrument, is provided.

Evaluation of project success is difficult if project specifications and intended outcomes are not clear from the start. Two examples of Requests for Proposals from the Texas 310 program are included for your consideration.

310 ADMINISTRATION SELF ASSESSMENT

PHASE I: SETTING PRIORITIES

Does your 310 process.......	Circle One:			Notes / Reminders
1. Set priorities that help accomplish the three purposes of the Act?	Yes	No	Not sure	
2. Set priorities that comply with the mandates of Section 310 of the Act?	Yes	No	Not sure	
3. Review your State 3-year plan to assure that 310 priorities will help achieve State goals?	Yes	No	Not sure	
4. Consider common problems or areas of need that are observed during monitoring or evaluation of local programs?	Yes	No	Not sure	
5. Consider the results of last year's special projects?	Yes	No	Not sure	
6. Consider the refunding of priorities not met by previous projects?	Yes	No	Not sure	
7. Involve local program staff in the development of priorities?	Yes	No	Not sure	
8. Involve your State association in identifying 310 priorities?	Yes	No	Not sure	
9. Analyze the need for both Statewide and individual local program impact from 310 project results?	Yes	No	Not sure	

Does your 310 process.....	Circle One:			Notes / Reminders
10. Consider multi-year priorities.....	Yes	No	Not sure	
11. Review previous 310 projects and products((including those from other States) to determine if some are applicable to your needs?	Yes	No	Not sure	
12. Consider priorities that may be best achieved by consortium arrangements with other States?	Yes	No	Not sure	

PHASE II: APPLICATION PROCESS

Does your 310 process..... Circle One: Notes / Reminders

1. Assure that the field is aware of your State's purposes for the use of 310 funds?...................... Yes No Not sure ______
2. Provide technical assistance to the field in understanding current priorities?................ Yes No Not sure ______
3. Assure that the process is open and competitive? .... Yes No Not sure ______
4. Consider using both grants and contracts to accomplish 310 activities? .... Yes No Not sure ______
5. Allow the funding of people and organizations not in your State to conduct projects? .... Yes No Not sure ______
6. Allow the funding of mini-grants?... Yes No Not sure ______
7. Assure a realistic level of funding in relation to project objectives? .... Yes No Not sure ______
8. Relate the amount of funding to application requirements (small amount = short application, etc.)?.. Yes No Not sure ______
9. Provide alternative application requirements for continuation grants? .... Yes No Not sure ______

Do you publish GUIDELINES that....	Circle One:	Notes / Reminders
1. Include a statement of your purposes for the use of 310 funds?	Yes No Not sure	
2. Present an overview of your 310 process?	Yes No Not sure	
3. Provide a clear statement of background, need, and expected outcomes for each priority to be funded?.....	Yes No Not sure	
4. Distinguish between Statewide vs. local impact intents?	Yes No Not sure	
5. Identify and give a rationale for project funding levels?	Yes No Not sure	
6. Cover format, length, management plan requirements, etc?	Yes No Not sure	
7. Distinguish between compliance reports vs. products to be disseminated?	Yes No Not sure	
8. Provide specifications for project evaluation?	Yes No Not sure	
9. Clearly identify intended content of products?	Yes No Not sure	
10. Require a project validation plan?	Yes No Not sure	

Do you publish GUIDELINES that.....	Circle One:	Notes / Reminders
11. Require a project dissemination plan?	Yes No Not sure	
12. Specify financial conditions of funding (stipends, procurement, etc.)?	Yes No Not sure	
13. Identify the criteria to be used for proposal evaluation?...........	Yes No Not sure	
14. Outline the proposal review process?	Yes No Not sure	

PHASE III: PROJECT MONITORING

Does your 310 process.....	Circle One:			Notes / Reminders
1. Make clear to project directors how they will be monitored?	Yes	No	Not sure	
2. Require quarterly progress reports or formative evaluations from projects?	Yes	No	Not Sure	
3. Monitor the use of project funds to assure program effectiveness?....	Yes	No	Not sure	
4. Conduct site visits to projects at least twice yearly?	Yes	No	Not sure	
5. Facilitate the interaction of your projects with similar 310 projects in other States?	Yes	No	Not sure	
6. Provide central or regional clearinghouse or resource services for 310 projects?	Yes	No	Not sure	
7. Provide for the summative evaluation of projects?	Yes	No	Not sure	
8. Provide for a third party (external) evaluation of projects that will be disseminated throughout the State?..	Yes	No	Not sure	

PHASE IV: DISSEMINATION AND ADOPTION

If not covered by other funding, does your 310 process........	Circle One:			Notes / Reminders
1. Provide central or regionally located information sources for local programs?	Yes	No	Not sure	
2. Establish criteria for 310 project dissemination?.............	Yes	No	Not sure	
3. Review 310 project outcomes to determine if they should be disseminated?	Yes	No	Not sure	
4. Allow for the funding of adoptions of worthy practices developed by your, or others States' 310 projects	Yes	No	Not sure	
5. Allow for the adoption of 310 or other products and processes to meet local program needs?	Yes	No	Not sure	
6. Provide for the awareness of teachers and administrators concerning 310 outcomes?	Yes	No	Not sure	
7. Provide implementation workshops, based on local needs?	Yes	No	Not sure	
8. Identify the best methods of dissemination (newsletters, clearinghouses, implementation, etc.)?	Yes	No	Not sure	

If not covered by other funding, does your 310 process..........	Circle One:	Notes / Reminders
9. Identify out-of-State 310 efforts that may have implications for your program?	Yes No Not sure	
10. Disseminate the results of out-of-State 310 projects?	Yes No Not sure	
11. Provide training for staff of 310 projects to enable them to disseminate project outcomes?	Yes No Not sure	
12. Evaluate the level of use of 310 products within your State?	Yes No Not sure	
13. Share information about your 310 project outcomes with other States?	Yes No Not sure	
14. Coordinate activities with your NDN State Facilitator?	Yes No Not Sure	

REQUEST FOR PROPOSAL (RFP-3)

Program Identifier: Teacher Training in Using Minicomputers to Teach Basic Skills to Low Performing Adults, Including Mentally Retarded

Need/Rationale:

Teachers of undereducated adults are faced with constant need to individualize instruction and provide tutorial assistance to meet the various functioning levels of their students. The potential benefit in using minicomputers in this endeavor is being investigated through a TEA-funded project at the San Antonio State School and State Hospital. The results of this project must be disseminated to adult educators and training be provided in the use of the software programs developed by the project.

Purpose/Goal:

To provide orientation and training to 40 adult educators in the use of minicomputers for teaching basic skills to low performing adults, including mentally retarded. Also, to disseminate information and conduct training on the use of software programs that were developed by the San Antonio State School and State Hospital.

Objectives:

Conduct a five-day workshop for 40 adult educators with focus on the following areas:

a. Provide information on the various types of minicomputers and software. Develop a manual for dissemination.
b. Provide orientation in using minicomputers with undereducated and mentally retarded adults.
c. Disseminate the results of research projects conducted by the San Antonio State School and State Hospital.
d. Provide training in the use of software developed by the San Antonio State School and State Hospital in teaching basic skills to adults.

Specifications:

1. Only public educational systems are eligible applicants.
2. Project applicant must have prior expertise in using minicomputers in teaching adults.
3. Project sponsor would make all necessary announcements to adult education programs to solicit participants.
4. Participants will be selected after consultation with the Division of Adult and Community Education Programs, TEA.
5. Project will reimburse participants for travel and per diem at state authorized rates.

Products:

1. An evaluation of the workshop by participants
2. A final report
3. One hundred copies of a manual containing information on various types of minicomputers and software

Time Frame:

The workshop will be conducted in July 1982. Project duration will be July 1, 1982 - July 30, 1982.

Cost:

Cost should not exceed $20,000.

REQUEST FOR APPLICATION [illegible]

Project Identifier: Innovative Use of Live Interactive Television for Delivery of Adult Education Instruction

Need/Rationale:

Although enrollment in adult education programs has increased consistently the past 10 years, funding has not kept up to meet the need for more programs. Therefore, local programs either are forced to form large classes and have waiting lists or do not offer a class in a community where enrollment is not high enough to justify employment of a teacher. There is a need to explore other means of delivering instruction such as live interactive television. This approach allows an instructor to reach more students and, thus, be more cost effective.

Purpose:

To test the use of live interactive television as a means of delivering GED and ESL instruction to a large geographic area.

Objectives:

1. Identify existing models for use of live interactive television for instructional purposes.
2. Develop a system for delivery of GED and ESL instruction.
3. Pilot test the system.
4. Develop videotapes and materials to support the system.
5. Conduct evaluation of the system, including cost effectiveness.

Specifications:

1. Only public educational systems are eligible applicants.
2. Project applicants must have expertise in use of live interactive television for instruction and be familiar with the adult education field.
3. Applicant must have necessary equipment to carry out project.
4. Applicant must utilize an advisory group to provide input and assistance.

Products:

1. Ten copies of the model system and of all products developed
2. Six copies of a final report

Time Frame:

Project duration will be July 1, 1985 - June 30, 1986.

Cost:

Cost should not exceed $42,000.

PROJECT EVALUATION STRATEGIES

A few years ago the New Jersey Adult Education program contracted with Research for Better Schools, Inc., to produce A Validation Guide for Adult Education Projects. This Guide is intended to assist 310 projects in the development of demonstrably effective products or practices that can be adopted by other programs across the State. Included here are sections on Characteristics of Validation Models, information on the IVD Process, and practical tips on Evaluating for Validation.

The Sixth Annual CBAE Conference in Boston included a number of presentations on project evaluation. Two articles based on presentations are provided in this section: "Evaluation of Competency-Based Adult Education", listing 26 criteria for evaluating 310 projects, and "Evaluating Innovative Adult Education Projects: How to Make Evaluation Work for You", which offers suggestions for overcoming barriers to evaluation.

The National Adult Literacy Project conducted a search for promising literacy practices, and concluded that programs with a commitment of systematically plan, implement, and evaluate all components of their process are the ones that are most successful. They identified eight general characteristics of successful programs that may be useful in developing evaluation criteria for 310 literacy projects. Also, the book based on the NALP study, Effective Adult Literacy Programs: A Practitioner's Guide, contains a chapter on project evaluation that may be helpful.

The Division of Adult Education has published a set of "quality standards" for evaluation of local ABE programs. Two sections are included on staff development and program evaluation. These standards can be of use to 310 program development projects.

Finally, the National ABE Staff Development Consortium has developed a report on Principles and Techniques for Effective ABE Staff Development. Included here are General Principles and Principles for Planning and Implementing Staff Development.

CHARACTERISTICS OF VALIDATION MODELS

As noted above, there are several different models of program validation that are currently being used. Reed, Patrick, and Holdzkom (1981) conducted a comprehensive survey to determine what validation processes were used by state education agencies. Virtually all of the 45 states that reported a validation mechanism used either the IVD process, the JDRP process, a modification of one of these two, or a combination of IVD and JDRP. New Jersey falls into the latter category, using the basic IVD procedures but incorporating criteria from the JDRP. Although New Jersey has suspended its formal validation process at present, Department officials are currently considering reopening validation procedures and instituting new validation initiatives.

Several indispensable resource guides describe in detail the characteristics of validated programs, criteria for evaluation, steps for completing the process, and examples of model submissions. These include the JDRP Ideabook (Tallmadge, 1977) and IVD's Sharing Educational Success (Hinze, 1979). In addition, specific evaluation concerns are addressed in two volumes published by the U.S. Office of Education in the mid-seventies, A Procedural Guide for Validating Achievement Gains in Education Projects (Tallmadge and Horst, 1976) and A Practical Guide to Measuring Project Impact on Student Achievement (Horst, Tallmadge, and Wood, 1975). Finally, Reed's (1981) report for NIE's Research & Development Exchange, The Search for Quality Control in Dissemination of Educational Products and Practices provides a comprehensive description of the various models for program validation. Although this Guide summarizes much of the information contained in the above documents, the original sources should be reviewed for more detailed description.

There are procedural differences between the validation models; there are also many similarities. Several common characteristics are listed below.

- Detailed documentation of program background, development, and operations is needed.
- There is usually a focus on student impact.
- Impacts must be significant, that is, important and of sufficient magnitude.
- Evidence of impact must be credible; "hard" evaluation data on sizable student samples is almost always required.
- A sound experimental (or quasi-experimental) evaluation design is important in order to provide valid and reliable measures of post-intervention conditions and credible estimates of conditions without the intervention.
- Programs must be able to be replicated or disseminated.

The Identification, Validation, Dissemination (IVD) Process

The IVD process was initiated by several national groups with heavy input from state education agencies. Although it was initially designed for the validation of Title III (and later Title IV-C) projects, the developers hoped that the procedures would be applicable for validating other projects as well. The IVD process is guided by a handbook titled Sharing Educational Success: A Handbook for Validation of Educational Practices. The handbook was written with the intention of allowing states a great deal of autonomy in the validation process. Using IVD, states validate exemplary projects based on the following two criteria.

- Effectiveness/Success - Project objectives identified for validation are supported by convincing evidence showing statistically and educationally significant outcomes. The documented effectiveness or success of a program or practice is of paramount importance for validation. A program or practice can be "proven to work" in numerous ways including: (1) by demonstrating with convincing evidence that the program will bring about desired change or improvement over existing practices, (2) by demonstrating a more efficient or cost-effective program or practice through improved management, resource utilization, etc., or (3) by demonstrating with convincing evidence that a desired objective may be accomplished without detriment to the existing program.

- Exportability - Information is provided to demonstrate that the project or practice is capable of being diffused to other school districts and can be adopted or adapted by other school districts with similar needs and environments. For the project as a whole (or for each applicable component), information required includes evidence of educational significance, a description of the minimum level of adoption or replication which would produce similar results, and information about: the target population; staffing and training requirements; materials, equipment, and facilities; replication costs; and special problems.

Sharing Educational Success describes six steps to be taken in the validation process. These steps can be modified by individual states to meet their own needs, and time-and-money-saving options are suggested.

1. LEA completes and submits application for validation to the state agency or office responsible for coordinating validation activities at the state level.

2. Preliminary review by the state agency for validation followed by:

    a. approval for validation team review; or

    b. return to the local education agency for revision according to suggestions; or

    c. disapproval for further validation.

3. Selection of the validation team:

    a. the team leader to be selected out-of-state from the list of U.S. Department of Education's trained team leaders within the region,

    b. two team members selected within the state from the list of state-trained members.

4. Review of application by individual team members. (This may be done as individuals in isolation from the other team members or

the team may be convened to review an individual application or serve as a panel to review a group of applications.)

   a. the team leader makes recommendations to the state agency responsible for validation that the identified revisions are to be completed before the on-site team visit is conducted.

   b. the team leader informs the state agency responsible for validation that the on-site visit is to be conducted according to the existing application.

5. Conduct of the on-site visit. The most frequent procedure is to send all team members on-site. Some states have designated an individual team member to conduct the on-site visit as a cost saving measure. The individual conducting the on-site visit serves the role of collecting and clarifying any incomplete or missing information identified by the review of the application by the whole team.

6. The primary decision of the validation team is either approval or disapproval under the IVD standards.

   If approved, the team might also make the following recommendations:

   a. submission to JDRP.

   b. state dissemination.

   c. a special component or product be recognized as worthy of distribution.

The IVD process requires no commitments from the federal or state governments. In the past, many states have operated their own diffusion networks and have offered dissemination funding. In addition, the IVD process is often a preliminary step in preparing a JDRP submission. Specific submission requirements for the IVD process are summarized in the Appendix.

Evaluating for Validation

To prepare properly for validation of any project, a carefully planned and implemented evaluation is required. For a detailed discussion of evaluation issues in adult education, see the companion document to this one entitled An Evaluation Guide for Adult Education Projects (Dusewicz, Biester and Kenney, 1983). While the companion document referenced above addresses evaluation planning, design and procedures in depth, this section of the present Guide presents a brief overview of evaluation pitfalls and suggestions related to validation.

Many JDRP applications are rejected because of flaws in the evaluation design. The RMC Research Corporation, in a major effort to validate Project Information Packages (PIPs) for exemplary compensatory education programs, identified 14 common flaws or potential pitfalls in conducting an evaluation study (Horst, Tallmadge, and Wood, 1975). The JDRP Ideabook incorporates this list of evaluation hazards and describes how to avoid them. The flaws are listed below.

1. Claiming much, providing evidence of little. Where evidence matches the claims of what a project says it can do, a favorable decision is far more likely than where evidence falls far short of goals, objectives, and claims.
2. Selecting measures not logically related to the intervention.
3. The use of grade-equivalent scores. Grade-equivalent scores provide an insensitive, and, in some instances, a systematically distorted assessment of cognitive growth. As such, the JDRP does not regard them as credible indicators of achievement or growth.
4. The use of a single set of test scores for both selecting and pretesting participants.
5. The use of comparisons with inappropriate test dates for obtaining information. In norm-referenced evaluations, tests should be administered at nearly the same time as the test publisher tested the norm group.
6. The use of inappropriate levels of tests.
7. Missing data.
8. The use of noncomparable treatment and control groups.

9. The use of inappropriate statistical adjustments with non-equivalent control groups. Making between-group comparisons using either "raw" gain scores or "residual" gain scores should be assiduously avoided.

10. Constructing a matched control group after the treatment group has been selected.

11. The careless collection of data.

12. The use of different instruments for pretesting and posttesting.

13. The use of inappropriate formulas to generate no-treatment expectations. Many projects use an unrealistic theoretical model or formula to calculate "expected" posttest scores from IQ or other pretest scores. If students do better than the calculated expectation, the project is considered a success.

14. Mistaken attribution of causality. The plausibility of alternative explanations should be carefully examined before evaluation results are attributed to project impact, as evaluation hazards are often the cause of apparent gains or losses.

It is important to consider these potential pitfalls in the project planning stages. If project administrators and staff do not understand the issues in dealing with such pitfalls, the JDRP recommends hiring an evaluation consultant. However, hiring an evaluation specialist after the fact cannot eliminate such flaws.

RBS' experience with the JDRP and IVD processes has suggested a few other recommendations for preparing a validation application, as follows.

1. Panel members will not spend a lot of time in laboring to understand the essential elements of your submission. Essential points need to be stated in a clear, concise way.

2. Regarding the above point, consider the use of subheadings that directly reflect the panel's criteria for assessing evidence of effectiveness (JDRP criteria are interpretability, credibility, evidence of impact, statistical reliability, educational significance, internal validity, and external validity). Specifically noting these under explicit subheadings would help assure the reader that you have attended to all concerns.

3. In addition to being a technical document, the submission is also a marketing document. You need to "sell" the reader on the

idea that your project is important, effective, and worth being disseminated as exemplary.

4. Make a case for your project's uniqueness right up front. Unique solutions to common problems stand a better chance for acceptance.

5. Clearly indicate your claims of effectiveness. The "evidence" section shows why you are making each claim. Evidence must be credible.

6. Sample size and comparison groups are often problems with validation of adult basic education programs. A strategy successfully employed by the F.I.S.T. project in New Brunswick[*] was to use a replication design where the evaluation study was conducted twice. Similarly positive evaluation results for different samples at two points in time proved to be convincing evidence for JDRP despite small sample sizes and the lack of a comparison group.

7. Don't make claims for outcomes where there is no evidence.

8. Consider the documentation of side effects as you plan your evaluation study.

9. Remember that panel members, for the most part, tend to have an "experimental psychology" perspective when it comes to evaluation. As such, you'll need to use the jargon of experimental design.

10. Talk to someone familiar with the JDRP process before going to Washington for your final panel review. The experience can often be an intimidating and frustrating one for those who don't know what to expect.

11. Don't be discouraged if the initial application is not accepted. Valuable feedback and experience will have been gained and reapplications are often successful.

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[*] A JDRP-validated project operated through Middlesex College; evaluation assistance was received from Rutgers University, and from RBS.

IVD SUBMISSION REQUIREMENTS
(Abbreviated Form)

Part I. Information and Overview

A. Applicant Information (including expenditures)

B. Project Abstract or Overview

A two-page summary describing key elements: target group, needs addressed, what you did (process), results, significance of results, and cost and exportability factors.

Part II. Effectiveness/Success

A. Purpose and Objectives

1. Identify the major purpose of the program or practice.
2. List the anticipated changes or objectives of the program or practice.
3. Identify how much change in process or behavior was expected for each objective if this was not included in the statement of objectives.
4. Describe how the major objectives are interrelated and if they are of equal importance.
5. Identify new or unanticipated objectives as well as any objectives that were deleted during the project.

B. Program Activities

1. Describe the process(es) including each key element, such as:

   a. What the learner did differently
   b. What the teacher did differently
   c. Use of traditional or non-traditional materials
   d. Special management plan(s)
   e. Duration and intensity of process (i.e., daily schedule)
   f. Involvement of parents and/or community

C. Evaluation Design

1. Describe briefly the evaluation design utilized in the project. (Time series, baseline, norm referenced, traditional experimental-control design, discrepancy model, case study, etc.)

2. Establish that the evaluation instruments or data gathering techniques utilized were valid, reliable and sensitive....The following format is suggested for each instrument:

   a. Test or data gathering device
   b. Validity
   c. Reliability
   d. Norm group (if norm-referenced tests)
   e. Criteria levels (if criterion-referenced tests)
   f. Other relevant characteristics

3. Show that evidence was systematically gathered and recorded.

D. Results and Analysis

1. Report the results of the process intervention. Relate these results to specified objectives, both process and product. Indicate whether results met or varied from expectations.

   The following format would be helpful in responding for each objective:

   a. Expected change or anticipated outcome
   b. Actual change or results. Utilize charts, graphs, statistical summaries where appropriate
   c. Significance of results--either statistical or otherwise. If other than statistical provide rationale for evaluation of significance.

   For overall project results:

   a. Estimate of educational or practical significance of findings
   b. Brief interpretation of results

2. Show that the results were systematically and competently analyzed.

3. Report unanticipated outcomes of major importance and significance.

IVD SUBMISSION REQUIREMENTS
(Abbreviated Form)
Continued

Part III. Exportability

The documented success of a program is an essential part in making that program available for diffusion. The actual process of diffusion may require a different, but related, set of program activities and materials. This section will identify and document the program's capability to diffuse a successful program.

1. Educational Significance

   Importance to the educational community, magnitude of the problem, benefits of a replication in another school site, etc.

2. Target Population

   Describe the appropriate learner population for the replication of the program and any unique characteristics about the original site that may limit the success of a replication.

3. Staffing and Training Requirements

   Describe special staffing and any training that is needed in order to replicate the program. Is such staff usually available to a school district; can the training be segmented?

4. Materials, Equipment, Facilities

   Describe all required program materials, equipment, and facilities necessary to replicate the program. Provide copies during on-site visit.

5. Minimum Adoption or Replication

   Describe what would constitute a minimum level of replication of your program that would produce similar results to those you have documented as successful. Can individual components be replicated?

6. Replication Costs

   Detail all costs, including costs of training, materials, and start-up.

7. Special Problems

   Describe special problems that are likely to be encountered in the replication and operation of your program. How can they be overcome or avoided?

EVALUATION OF COMPETENCY-BASED ADULT EDUCATION PROGRAMS

by

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The principle mechanism in the Dept. of Education for evaluating exemplary programs is the Joint Dissemination Review Panel (JDRP). The Panel examines evidence from education programs that claim effectiveness in attaining their goals and determines whether they have met their goals. Some of the questions that the Panel asks are:

-Has a positive change occured as the result of the program?

-Can the change be attributed to the program rather than to other causes such as normal maturation, regular educational programs, or other factors?

-Is the change educationally significant?

-Can the program be used in other locations with comparable impact?

To date, four Adult Education programs have been approved by the JDRP.

Once a program has received approval, it is elegible to apply for a grant from the National Diffusion Network (NDN). The NDN provides funding so that the program can be disseminated throughout the country in appropriate settings.

The JDRP process may not be feasible for many projects. However, adult educators believe there is a need for common methods of evaluating special projects. Compatible evaluation methods could promote the adoption of good practices and products, reduce duplications among projects, and increase our understanding of what works in Adult Education. Education Dept. staff are working with states to identify the range of evidence that projects could use to answer some basic evaluation questions. These questions were developed after considerable dialog with national, state and local AE practitioners and researchers. In addition, a review of evaluation instruments was conducted and data were incorporated. Project directors, state project monitors, and evaluation consultants may find these questions useful in determining the quality and potential impact of their projects. They are currently being tested with a variety of projects: assessment programs; curricula development; delivery systems; recruitment; counseling; and staff training programs (see attached list of questions).

SUGGESTED CRITERIA FOR EVALUATING SECTION 310 AND OTHER DEVELOPMENTAL PROJECTS

1. In what way(s) does the project address the intent of the Adult Education Act?
2. In what way does the project address state and local needs?
3. How does the project identify intended participants?
4. In what ways does the project use resources effectively?
5. How do staff and learners share responsibility for goal setting?
6. How do staff and learners share responsibility for instruction?
7. How do staff and learners share responsibility for assessment?
8. To what extent is the administrative structure adequate for achievement of the objectives?
9. How are projects/practices/products written and organized for adoption/adaption at other sites?
10. To what extent are the liaison activities and collaborations necessary for the success of the project clearly described?
11. To what extent is the record-keeping system adequate for implementing the practice/product?
12. How can parts of practices/products be used independently?
13. To what extent is the physical environment appropriate for the implementation of the practice/product/project?
14. To what extent is funding adequate for the achievement of objectives?
15. To what extent are the changes caused by the use of practices/products worth the money?
16. How are the costs for adoption identified?
17. In what ways can products/practices be incorporated into on-going programming without continued special support?
18. To what extent are the project's goals/objectives clearly defined and explicitly stated?
19. How is the process of practices/product implementation identified?
20. To what extent is the evaluation design/evidence appropriate for determining the project's success in reaching its goals and objectives?
21. How are the project's outcomes identified and documented?
22. To what extent are the project's successes due to staff characteristics that are replicable?
23. To what extent are the project's success due to program characteristics that are replicable?
24. In what ways are changes in participants' behavior caused by practices/products?
25. How are project costs documented?
26. To what extent is there a reasonable relationship of costs to changes?

EVALUATING INNOVATIVE ADULT EDUCATION PROJECTS:

HOW TO MAKE EVALUATION WORK FOR YOU

by

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Fears and misconceptions about evaluation -- perceiving evaluation as a punishment or as an exposé of faults -- often block effective evaluation in competency-based adult education programs. Other barriers to helpful evaluation, cited by Dr. James Deegan, include absence of criteria to measure success, lack of planning; and staff inexperience in research. Also, some program managers are unwilling to allocate money for evaluation purposes; they consider evaluation an expensive "add-on", or as taking away from program essentials.

Dr. Deegan shared ideas about the development, nurtutance and evaluation of educational innovations. Rather than advising programs to develop a single model or evaluation paradigm, Deegan suggested action-oriented, self-study principles that can be applied in any evaluation. "These ideas are not really new, revolutionary, or startling; they simply are not being used by many adult education program planners."

The self-study approach to evaluation provides a foundation for planning efforts, enhances program openness, and helps staff to assess progress in meeting goals and criteria. Basic characteristics of an effective self-study include the following components: motivation for the evaluation comes from within the organization, rather from an outside force; an informed attempt is make to clarify goals and assess achievement of the goals for purposes of improvement; there is representative participation by members of the various segments of the education community; and a readable report, potentially useful to several audiences is produced.

Sources of information and data can be derived from program interaction activities, such as anecdotal records provided by teachers, teacher meetings, end-of-activity surveys, advisory groups, student interviews, attrition studies and informal consultants. Data can also be gathered from program outcome activities, including student performance on criterion referenced tests, follow-up studies of graduates, teacher interviews, student exit interviews and student self-assessment.

Greta Ploetz described two innovative adult education projects and illustrated ways in which the self study approach was used in one model and how it is being incorporated into the development of a new project. The ADVANCE Competency-based Adult Diploma Program was developed as a 310 Project in the Mounds View School District's adult education department. The model features a competency-based curriculum in required course areas and the assessment of experiential learning in elective course areas. Guidelines developed by the Council for the Advancement of Experiential Learning (CAEL) were adapted for high school level learning. Self study techniques used included teacher observation, student perceptions and surveys, Advisory Board recommendations, and a portfolio review process.

"Dr. Deegan and I are now involved in the development of 'Literacy 85', a project designed to improve literacy and basic education services for adults in a large three county area of metropolitan St. Paul, " Greta explained. The Literacy 85 evaluation process goes hand in hand with project development and the self study approach is being utilized throughout the project's activities. Several St. Paul foundations are providing funds for the five year project which will coordinate educational, corporate and human resources, promote a broad public relations effort, conduct research, and assist literacy programs in initiating self study evaluations.

In ADVANCE and Literacy 85, as with other innovative programs, a major goal of the self study evaluation process is the development of a better system of on-going, institutional research, self analysis and self improvement. Competency-based adult education efforts using this flexible approach can put to rest inhibiting "fears and misconceptions" about evaluation.

CONCLUSIONS FROM
THE PROMISING PRACTICES SEARCH
OF
THE NATIONAL ADULT LITERACY PROJECT

May 1985

The NETWORK inc.

Adult functional illiteracy is a major "hidden" problem in the United States. Yet, the economic and social costs of illiteracy are obvious: forty percent of adults with yearly incomes under $5,000 are functionally illiterate. Yearly costs in welfare programs and unemployment compensation are estimated at $6 billion. Also, functional illiterates constitute about 60% of the prison population and 85% of the youngsters who appear in juvenile court are disabled readers.

Functional illiteracy is a critical problem confronting a large portion of our citizenry. Adult education programs, as they currently exist, offer only a part of the solution. And, despite the publicity that has surrounded this issue, few efforts have focused on nationwide solutions to the literacy problems faced by many Americans. However, the President's and Secretary's Initiative on Adult Literacy has brought renewed national attention to the need to expand and revitalize literacy training and development.

The National Adult Literacy Project was designed to help meet this call by:

- promoting cooperation and collaboration between the public and private sectors to offer literacy instruction to the many adults who need and desire it; and

- improving service through the spread of the best information available on literacy practice and instruction.

To accomplish this mission, one critical task was the conduct of a nationwide Promising Practices search. The search was designed to be comprehensive and broad-based; nominations from a variety of public and private sector settings were solicited nationwide. However, it was not intended to be a validation study of existing programs or to yield an exhaustive directory. One result of our NALP work, Effective Adult Literacy Programs: A Practitioner's Guide, will be published by the Cambridge Book Company this fall. This Guide is designed to provide literacy practitioners with the most current, state of the art information on effective literacy practices.

The Guide is based on our examination of literacy programs offering a variety of services to participants -- such as basic skills instruction, English as a Second Language (ESL) instruction, and job training. In total, 250 programs responded to a mail survey; 38 programs drawn from that number were the subjects of an intensive field investigation. Represented are programs operated by State/Local Education Agencies, Employment and Training agencies and organizations, Community Based organizations and Corrections, Military, and Postsecondary organizations.

Reflection on our fieldwork and survey results has provided us with a unique perspective on the state of adult literacy education in the United States.

Ours began as a predictable journey; we were to describe program instruction and operation, and we painted that picture in rich detail. The picture reveals both the dedication and commitment of literacy educators and the severe obstacles they encounter as they work to make their programs a success.

We began by focusing our attention on the parts or components of programs, with an eye to identifying promising literacy practices rather than model programs. Yet, the central finding of the NALP Promising Practices Search was that programs with a commitment to integrate and systematically plan, implement, and evaluate all aspects and components of their educational process -- those that create a coherent system of adult literacy instruction -- appear to be the ones that are most successful.

These programs have the following general characteristics:

- They are clear about their overall goal and philosophy of instruction.
- They develop measurable goals for every component of their program (i.e., recruitment, orientation, counseling) so that they can monitor their success in meeting these goals.
- They assist potential learners in determining if the program is well-suited to the learners' goals and expectations.
- They are explicit about intended learning outcomes for participants and their standards for judging success in achieving these outcomes, and this information is shared with program participants.
- They carefully diagnose learner's educational needs and strengths and develop an individually tailored learning plan for each participant.
- They tie learning objectives to instructional methods and materials and assessment strategies.
- They provide frequent feedback to learners on their progress in mastering their learning objectives and they carefully document that progress.
- They frequently evaluate their program's effectiveness in meeting its goals in each of the component areas, and they use this evaluation data to improve their literacy program.

While not the only examples, two educational systems which exhibit these characteristics are:

- the Comprehensive Competencies Program (CCP) developed by Remediation and Training Institute with funding from the Ford Foundation; and
- the California Assessment System for Adult Students (CASAS) developed by San Diego Community College District and the CASAS Consortium with support from the California Department of Education.

Our journey showed us that much is being done by dedicated professionals, volunteers and community members. We were encouraged by the many promising practices we were able to describe.

However, we recognize that many millions of Americans continue to suffer the consequences and costs of illiteracy. Given their need, we must continue to call attention and resources to the delivery of quality and systematic services to those in need of those services. This commitment is necessary to ensure our continued economic growth and development, the vitality of our democracy, and the individual dignity of all of our citizens. In our view, there can be few greater investments in America's future.

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STAFF DEVELOPMENT

		NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A.	The staff development component of the adult education program has clearly identifiable goals and objectives for improving instructor competencies.					
Elements A.1	Goals and objectives are clearly defined for improving instructional skills.					
A.2	Goals and objectives are stated relating to the improvement of instructor knowledge of program content.					
Standard B.	A formal needs assessment is conducted among staff to ascertain their training needs.					
Elements B.1	A formal needs assessment is periodically conducted among staff and faculty to ascertain training needs and priorities.					
B.2	Program strengths and weaknesses are addressed in developing inservice training programs.					
B.3	Student recommendations are considered when designing training programs.					
Standard C.	Staff development activities are planned throughout the year to meet diverse needs of faculty.					116

		NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Elements C.1	Provisions are made for conducting an orientation and/or preservice training for newly appointed staff.					
C.2	Trends and developments in adult education programs are regularly disseminated and discussed with staff.					
C.3	Outside resource personnel are utilized as guest speakers on specialized topics.					
C.4	Local staff are provided opportunities to share their expertise, research findings, etc., at designated meetings.					
Standard D.	Staff development sessions are evaluated to determine their effectiveness in such areas as information dissemination, program relevancy, and quality of presentations.					
Elements D.1	An assessment of the overall quality of staff development instruction is regularly conducted.					
D.2	Participants have the opportunity to rate the quality of the training pertaining to information dissemination, meeting identified needs, and quality of presentations.					
D.3	Results of current and previous evaluations are utilized in designing future training programs.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard E. Staff development activities have impacted the adult education program through improving teacher effectiveness in instructing adults.					
Elements E.1 Evidence is available to indicate instructors have improved their skills used in teaching program participants.					
E.2 Teachers have demonstrated to students and administrators an increased knowledge of program content.					
E.3 Teachers have demonstrated improved proficiency in acquiring and utilizing program materials.					
E.4 Faculty who have participated in staff development activities have demonstrated measures to improve program effectiveness, including reduced drop-outs, increased student completers, obtaining more information on students, increased referrals, etc.					
E.5 Students participating in the adult basic education program have indicated that the quality of instruction has improved, classes are more relevant, or that their needs are being addressed more effectively than previously.					
E.6 Staff development program accommodates teacher professional development.					

EVALUATION

		NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A.	The program provides for an evaluation component consisting of feedback from students regarding their perception of program effectiveness.					
Elements A.1	Students have regular opportunities to provide feedback to teachers and counselors reflecting their perceptions of how effective the program has been for them.					
A.2	Information is collected from graduates and program leavers relating to the adequacy of instruction and their ability to pursue further education and training.					
Standard B.	Feedback is obtained from groups, organizations, and related programs that have an interest in the continuation of the program.					
Elements B.1	Information from an existing advisory committee or participatory planning committee is obtained and utilized.					
B.2	Feedback is obtained from other organisations and related programs concerning coordination and referral services.					
Standard C.	Impact information is regularly obtained from student completers and leavers describing the results of the program.					
Elements C.1	Information pertaining to work related outcomes is collected.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.2 Information pertaining to reduced dependency upon welfare is collected.					
C.3 Information concerning students entering adult secondary, or college programs is available.					
C.4 Information concerning students entering training programs such as vocational educationand Jobs Training Partnership Act (JTPA) is available.					
C.5 Information describing increased confidence levels of students dealing with personal and family life coping situations.					
C.6 Information describing the extent to which student objectives are met is available.					
C.7 Information pertaining to increased levels of self confidence in coping with societal demands is available.					
C.8 Information is available to describe increased student effectiveness in coping with situations pertaining to consumer economics, occupational knowledge, health, community resources, government and law.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.9 Information is available to describe increased student proficiency in reading, writing, speaking, listening, computation, and problem solving.					
Standard D. Instructors are involved in measuring program implementation.					
D.1 Instructors make regular assessments of students' progress.					
D.2 Instructors view assessment of student progress as an integral part of instruction/ learning/ application and as necessary to both student and course/instruction improvement.					

GENERAL PRINCIPLES
OF STAFF DEVELOPMENT

1. For effective staff development to occur, a human climate of openness, acceptance, and trust must be established.

2. The importance of a positive climate for professional development includes a comfortable physical environment, and the building of a "spirit" among staff.

3. Staff development planners are aware of Havighurst's "teachable moment", and provide activities which will be available at those times for individual staff.

4. An essential prerequisite for a successful inservice education program is that staff development participants are treated as professionals and mature adults who want to continue to expand their skills and competence.

5. The experience base of adults is taken into account when planning inservice programs. Activities are planned which relate to each individual's conceptual framework and accomodate and build upon the past experience of all participants.

6. Staff development builds on teacher strengths. The most competent and enthusiastic teachers are encouraged to be involved.

7. When a participant chooses to become involved in an activity, there is a far greater likelihood that the experience will be meaningful.

8. The implementation of meaningful and quality professional development activities involves considering the situation, skills and experience of current staff.

9. Participants are involved on a number of different levels including diagnosing, implementing and evaluating their own learning experiences.

10. Staff development policies that provide for specific ABE staff development include reimbursement of expenses, release time for staff development and other targeted policies.

11. The school principal or program director is involved in inservice programs.

12. District level support is visible.

13. Effective staff development requires budgetary and moral support from administrators and community members who care enough to involve themselves in the process.

14. Staff development activities that are linked to a professional development plan or a general effort of the school or organization are more effective than a series of one-shot approaches on a variety of topics.

15. An administrative structure that allows for program and budget flexibility to plan, develop and fund specific ABE staff development activities contributes to a successful staff development program.

16. Staff development programs are closely related to State or local priorities and program needs.

17. An awareness and articulation of the beliefs and values about the purposes of staff development will provide order and purpose to ABE staff development activities.

18. Staff development is an "on-going" process that encourages growth of continuing staff and encourages new staff to become an integral part of the system and program development.

19. Staff development focuses on goals which are both meaningful and attainable, given the constrains which are present in the teaching/learning environment.

20. When the goal of the staff development program or activity involves organizational change, staff development leaders are familiar with the basic practices of organization development.

21. New practices are likely to be abandoned unless teachers have evidence of positive effects.

22. Evaluation is an integral component of staff development.

23. Evaluation provides continuous feedback on staff development effectiveness, employs a variety of techniques, and influences future planning and implementation of staff development activities.

24. Trainees learning a new teaching strategy need 15 to 20 demonstrations over the course of the training sequence and a dozen or more opportunities to practice the skill.

PRINCIPLES FOR PLANNING STAFF DEVELOPMENT

1. An early step in staff development is an assessment of teacher needs in relation to those of their students.

2. Planners consider the individual's level of experience in their present assignment.

3. Effective professional development activities are based on a continuous assessment of participants' needs - as needs change, the activities are adjusted accordingly.

4. Perceived training needs of teachers and needs of the program are assessed.

5. Assessments are made of participants' learning styles and habits.

6. Teachers are involved in the planning of staff development activities and share in the responsibilities.

7. Activities that view each participant as a resource are more responsive to participants' needs.

8. All segments of those involved in the program are involved in the planning including teachers, administrators, counselors, paraprofessionals, and volunteers.

9. Collaborative inservice program planning and implementation is increasingly important as States develop more comprehensive approaches to teacher training and staff development.

10. Programs led by teachers, school supervisors, and college staff are more effective than those led by outside consultants, school district staff, or State department of education staff.

11. Expectations are stated at the outset and througout the process. Otherwise, participants are likely to assume that activities are designed for purposes other than intended.

12. New ideas are related to student achievement and teachers have the opportunity to document student achievement in relation to the new ideas.

13. Participants go to a staff development session knowing the basic goals of the activity. Awareness and readiness create an environment where the exchange of ideas can take place.

14. Inservice programs are planned to accomodate both short and long range staff needs.

15. Professional development activities which take place at the end of a work day have less chance of being successful than those offered when participants are fresh. Further, they are less likely to be successful when they are scheduled at times of the year when seasonal activities, conferences, etc. occur.

16. Teachers are permitted to participate in staff development activities on "prime time" as part of their professional assignment.

17. Staff development sessions are held in comfortable surroundings, preferably away from school sites that permit interruptions or entice staff back to their routine tasks.

PRINCIPLES FOR STAFF DEVELOPMENT IMPLEMENTATION

1. Participants in professional development activities know; a) what will be expected of them during the activities; b) what they will be able to do when the experience is over; c) how they will be evaluated.

2. The activity provides positive incentives to recipients for their participation, both during the activity and during its implementation.

3. Adult learning is focused upon present life activities rather than upon preparation for future roles, which means that individuals are seeking immediate application of learning to their present problems or circumstances.

4. A staff development program that provides different educational experiences for participants at different stages of development is more likely to achieve its objectives than one in which all participants engage in common activities.

5. The activity provides sufficient time for recipients to learn, practice, master, and apply the content imparted.

6. Staff development takes spaced time, i.e. teachers need intervals in which to plan and try out new approaches and return to evaluate their successes and problems. Intensive "one-shot" schedules of an hour, day, or a week are likely to effect little change.

7. Time for experimentation is provided while teachers adapt new practices to meet the needs of their students. Personal, in-classroom assistance from administrators and fellow teachers is essential during this process.

8. The activity provides systemic and clinical support during the activity and during the period of implementation in the classroom.

9. During training sessions, opportunities are provided for small-group discussions of the application of new practices and sharing of ideas and concerns about effective instruction.

10. Activities permit variation in the ways that learners participate, and in ways that they use what they learn.

11. Alternative structures for delivering ABE staff development are provided.

12. When activities require personal contact, informality and an exchange of ideas, 7 to 10 participants are optimal.

13. Participants' concerns are listened to, and appropriate adjustment are made.

14. Various program patterns emphasizing teacher responsibility, such as self-instruction, peer study groups, college courses, and one-to-one consultation are used.

15. The instructional approaches which teachers use are determined by their experience of success or failure in the classroom. To improve educational practices, staff development provide concrete and specific methods, support as they are implemented, and opportunities for teachers to observe learning outcomes.

16. Teachers are allowed to express and resolve concerns about the effects of changes on them personally.

17. Training shows how new practices may be implemented without major disruption.

18. Training content has been verified by research to improve student achievement.

19. Teachers are willing to try new ideas when they are working in teams or have the support of a group of colleagues.

20. Giving teachers the opportunity to periodically meet and share ideas with colleagues is valuable in providing support and facilitating change.

21. Teachers are provided materials to read and study on their own. These materials include both theory and practice.

22. Teachers are given the opportunity to observe other teachers at work trying out the new ideas and to talk with them about what they observe.

23. Inservice education is translated into classroom use to create an immediate impact on teaching and learning.

24. Teachers are provided feedback in regard to student learning outcomes.

25. Teachers trained as staff developers are highly effective in working with other staff members to effect change.

26. New procedures are presented clearly and explicitly by a person perceived as credible by the group in training.

27. Professional development activities are more successful when the presenter is able to approach the subject from the participants' view.

28. The instructor is able to model what it is proposed that recipients do in their work settings.

29. When participants leave training activities there is a plan or set of instructional materials ready for immediate use.